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SYLLABUS

1. Emergence of Psychology

Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga. Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia. Issues: The colonial encounter; Post colonialism and psychology; Lack of distinct disciplinary identity.

Western: Greek heritage, medieval period and modern period. Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-Existential, Transpersonal, Cognitive revolution, Multiculturalism. Four founding paths of academic psychology - Wundt, Freud, James, Dilthey. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism). Indic influences on modern psychology.

Essential aspects of knowledge paradigms: Ontology, epistemology, and methodology. Paradigms of Western Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry. Paradigmatic Controversies. Significant Indian paradigms on psychological knowledge: Yoga, Bhagavad Gita, Buddhism, Sufism, and Integral Yoga. Science and spirituality (*avidya* and *vidya*). The primacy of self-knowledge in Indian psychology.

2. Research Methodology and Statistics

Research: Meaning, Purpose, and Dimensions.
Research problems, Variables and Operational Definitions, Hypothesis, Sampling.
Ethics in conducting and reporting research

Paradigms of research: Quantitative, Qualitative, Mixed methods approach
Methods of research: Observation, Survey [Interview, Questionnaires], Experimental, Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography

Statistics in Psychology: Measures of Central Tendency and Dispersion. Normal Probability Curve. Parametric [t-test] and Non-parametric tests [Sign Test, Wilcoxon Signed rank test, Mann-Whitney test, Kruskal-Wallis test, Friedman]. Power analysis. Effect size.

Correlational Analysis: Correlation [Product Moment, Rank Order], Partial correlation, multiple correlation.
Special Correlation Methods: Biserial, Point biserial, tetrachoric, phi coefficient.
Regression: Simple linear regression, Multiple regression.
Factor analysis: Assumptions, Methods, Rotation and Interpretation.

Experimental Designs: ANOVA [One-way, Factorial], Randomized Block Designs, Repeated Measures Design, Latin Square, Cohort studies, Time series, MANOVA, ANCOVA. Single-subject designs.

3. Psychological testing

Types of tests
Test construction: Item writing, item analysis

Test standardization: Reliability, validity and Norms

Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories

Attitude scales – Semantic differential, Staples, Likert scale.
Computer-based psychological testing

Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counseling, Military. Career guidance.

4. Biological basis of behavior

Sensory systems: General and specific sensations, receptors and processes

Neurons: Structure, functions, types, neural impulse, synaptic transmission. Neurotransmitters.

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The Central and Peripheral Nervous Systems – Structure and functions. Neuroplasticity.

Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods.

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Muscular and Glandular system: Types and functions
Biological basis of Motivation: Hunger, Thirst, Sleep and Sex.
Biological basis of emotion: The Limbic system, Hormonal regulation of behavior.
Genetics and behavior: Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies]

5. Attention, Perception, Learning, Memory and Forgetting

Attention: Forms of attention, Models of attention

Perception:
Approaches to the Study of Perception: Gestalt and physiological approaches
Perceptual Organization: Gestalt, Figure and Ground, Law of Organization
Perceptual Constancy: Size, Shape, and Color; Illusions
Perception of Form, Depth and Movement
Role of motivation and learning in perception

Signal detection theory: Assumptions and applications
Subliminal perception and related factors, information processing approach to perception, culture and perception, perceptual styles, Pattern recognition, Ecological perspective on perception.

Learning Process:
Fundamental theories: Thorndike, Guthrie, Hull
Classical Conditioning: Procedure, phenomena and related issues
Instrumental learning: Phenomena, Paradigms and theoretical issues; Reinforcement: Basic variables and schedules; Behaviour modification and its applications
Cognitive approaches in learning: Latent learning, observational learning.
Verbal learning and Discrimination learning
Recent trends in learning: Neurophysiology of learning

Memory and Forgetting
Memory processes: Encoding, Storage, Retrieval
Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural)

Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

6. Thinking, Intelligence and Creativity

Theoretical perspectives on thought processes: Associationism, Gestalt, Information processing, Feature integration model
Concept formation: Rules, Types, and Strategies; Role of concepts in thinking
Types of Reasoning
Language and thought

Problem solving: Type, Strategies, and Obstacles
Decision-making: Types and models

Metacognition: Metacognitive knowledge and Metacognitive regulation

Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila

Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan
Relationship between Intelligence and Creativity

7. Personality, Motivation, emotion, stress and coping

Determinants of personality: Biological and socio-cultural
Approaches to the study of personality: Psychoanalytical, Neo-Freudian, Social learning, Trait and Type, Cognitive, Humanistic, Existential, Transpersonal psychology.
Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development.

Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle.
Approaches to the study of motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic

Exploratory behavior and curiosity
Zuckerman's Sensation seeking
Achievement, Affiliation and Power
Motivational Competence
Self-regulation
Flow

Emotions: Physiological correlates
Theories of emotions: James-Lange, Canon-Bard, Schachter and Singer, Lazarus, Lindsley.

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Emotion regulation

Conflicts: Sources and types
Stress and Coping: Concept, Models, Type A, B, C, D behaviors, Stress management strategies [Biofeedback, Music therapy, Breathing exercises, Progressive Muscular Relaxation, Guided Imagery, Mindfulness, Meditation, Yogasana, Stress Inoculation Training].

8. Social Psychology

Nature, scope and history of social psychology

Traditional theoretical perspectives: Field theory, Cognitive Dissonance, Sociobiology, Psychodynamic Approaches, Social Cognition.

Social perception [Communication, Attributions]; attitude and its change within cultural context; prosocial behavior

Group and Social influence [Social Facilitation; Social loafing]; Social influence [Conformity, Peer Pressure, Persuasion, Compliance, Obedience, Social Power, Reactance]. Aggression. Group dynamics, leadership style and effectiveness. Theories of intergroup relations [Minimal Group Experiment and Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Balance Theories, Equity Theory, Social Exchange Theory]

Applied social psychology: Health, Environment and Law; Personal space, crowding, and territoriality.

9. Human Development and Interventions

Developmental processes: Nature, Principles, Factors in development, Stages of Development. Successful aging.
Theories of development: Psychoanalytical, Behavioristic, and Cognitive
Various aspects of development: Sensory-motor, cognitive, language, emotional, social and moral.

Psychopathology: Concept, Mental Status Examination, Classification, Causes

Psychotherapies: Psychoanalysis, Person-centered, Gestalt, Existential, Acceptance Commitment Therapy, Behavior therapy, REBT, CBT, MBCT, Play therapy, Positive psychotherapy, Transactional Analysis, Dialectic behavior therapy, Art therapy, Performing Art Therapy, Family therapy.

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Applications of theories of motivation and learning in School
Factors in educational achievement
Teacher effectiveness
Guidance in schools: Needs, organizational set up and techniques

Counselling: Process, skills, and techniques

10. Emerging Areas

Issues of Gender, Poverty, Disability, and Migration: Cultural bias and discrimination. Stigma, Marginalization, and Social Suffering; Child Abuse and Domestic violence.

Peace psychology: Violence, non-violence, conflict resolution at macro level, role of media in conflict resolution.

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Wellbeing and self-growth: Types of wellbeing [Hedonic and Eudemonic], Character strengths, Resilience and Post-Traumatic Growth.

Health: Health promoting and health compromising behaviors, Life style and Chronic diseases [Diabetes, Hypertension, Coronary Heart Disease], Psychoneuroimmunology [Cancer, HIV/AIDS]

Psychology and technology interface: Digital learning; Digital etiquette: Cyber bullying; Cyber pornography: Consumption, implications; Parental mediation of Digital Usage.

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CHAPTER 01

Emergence of Psychology

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1. Which of the following Eastern systems emphasizes psychological thought through a dialogue on a battlefield, addressing concepts of duty, action, and detachment?
(A) Buddhism
(B) Bhagavad Gita
(C) Sufism
(D) Integral Yoga

2. Which concept is central to the psychological thought in Buddhism?
(A) The path to liberation through the cessation of suffering
(B) The pursuit of divine love
(C) The integration of different parts of the being
(D) The performance of one's prescribed duties without attachment

3. What does 'Integral Yoga' primarily refer to?
(A) A framework of physical asanas designed for physiological health
(B) A specific meditative practice centered on respiratory control
(C) A spiritual method synthesizing diverse yogic paths for realization
(D) A mystical theological framework within the Islamic tradition

4. Identify the primary focus of psychological thought in Sufism.
(A) The systematic analysis of internal cognitive processes
(B) The empirical study of observable conditioned responses
(C) The critical deconstruction of various social realities
(D) The experiential path of love and devotion towards the divine

5. The following question consists of two statements.
Statement I: The pre-independence era of academic psychology in India was largely a derivative of Western psychological traditions.
Statement II: The first psychology department in India was established at Calcutta University.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

6. The move to addressing social issues became a prominent theme in academic psychology in India during which decade?
(A) 1960s
(B) 1970s
(C) 1980s
(D) 1990s

7. Which of the following is NOT a major Eastern system contributing to psychological thought?
(A) Bhagavad Gita
(B) Sufism
(C) Buddhism
(D) Taoism

8. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): The 1980s in Indian psychology are characterized by a strong push towards indigenization.
Reason (R): There was a growing recognition that Western psychological models were not always suitable for understanding the Indian socio-cultural context.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

9. What significant development occurred in Indian psychology during the 2000s?

(A) The complete rejection of Western psychology
(B) A crisis in psychology due to logical empiricism
(C) The emergence of Indian psychology as a formal academic discipline
(D) The founding of the first psychoanalytic school

10. Match List I with List II regarding the development of academic psychology in India.
List I: (Decade)
P. 1970s
Q. 1980s
R. 1990s
S. 2000s
List II: (Key Theme)
1. Indigenization
2. Paradigmatic concerns, disciplinary identity crisis
3. Emergence of Indian psychology in academia
4. The move to addressing social issues
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-4, R-3, S-1

11. The "colonial encounter" is presented as a critical issue affecting the development of which of the following?
(A) Psychology in the Western world
(B) The cognitive revolution
(C) The Gestalt school of thought
(D) Psychology in India

12. The issue of a "lack of distinct disciplinary identity" for psychology in India is associated with which of the following?
(A) The dominance of humanistic psychology
(B) The overwhelming influence of Western paradigms and the colonial past
(C) The failure of the cognitive revolution in the Indian context
(D) The strict adherence to Integral Yoga principles in research

13. Consider the following statements about the development of academic psychology in India.
1. The post-independence era saw a rapid expansion of psychology departments in universities.
2. The 1970s marked a shift towards applying psychology to national development and social problems.
3. The 1980s were defined by a call for creating a psychology more rooted in the Indian cultural context.
4. The 1990s were characterized by a complete resolution of all disciplinary crises.
Which of the above statement(s) is/are correct?
(A) 1, 2, and 3
(B) 2, 3, and 4
(C) 1, 3, and 4
(D) 1 and 4 only

14. The term "Post colonialism and psychology" implies an examination of:
(A) The historical period following colonialism, viewed as having no psychological relevance
(B) The inherent scientific superiority and universal validity of colonial mental models
(C) The global application of Western theories without critical evaluation or cultural adaptation
(D) The psychological impacts of colonial rule and the creation of post-colonial identities

15. What was the central characteristic of the 1990s in Indian psychology?
(A) Paradigmatic concerns and a disciplinary identity crisis
(B) A focus on behaviorism
(C) The unquestioned acceptance of psychoanalysis
(D) The establishment of the first psychology labs

16. The Greek heritage is considered foundational to which tradition of psychology?
(A) Eastern systems
(B) Western psychology
(C) Indian psychology
(D) Sufi psychology

17. Which of the following is NOT a school of thought under the Western tradition?
(A) Structuralism
(B) Vedanta
(C) Gestalt
(D) Behaviorism

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18. Arrange the following schools of Western psychology in their approximate chronological order of emergence.
1. Structuralism
2. Psychoanalysis
3. Cognitive Revolution
4. Behaviorism

Choose the correct sequence:
(A) 1, 2, 4, 3
(B) 2, 1, 3, 4
(C) 1, 4, 2, 3
(D) 4, 3, 1, 2

19. Who among the "four founding paths of academic psychology" is most associated with the psychoanalytical school?
(A) Wundt
(B) James
(C) Freud
(D) Dilthey

20. Wilhelm Wundt is considered a founder of academic psychology primarily for his contributions to which school?
(A) Functionalism
(B) Psychoanalysis
(C) Gestalt
(D) Structuralism

21. The following question consists of two statements.
Statement I: William James is associated with the school of Functionalism.
Statement II: Functionalism focused on breaking down mental processes into their most basic components.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

22. A "crisis in psychology" in the West is attributed to strict adherence to what paradigm?
(A) Existential Phenomenology
(B) Experimental analytical paradigm (logical empiricism)
(C) Social Constructionism
(D) Co-operative Enquiry

23. Which of the "four founding paths" distinguished between 'natural sciences' and 'human sciences', influencing qualitative approaches in psychology?
(A) Wundt
(B) Freud
(C) James
(D) Dilthey

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24. Consider the following statements regarding Western schools of psychology.
1. Behaviorism rejected the study of internal mental states.
2. Humanistic-Existential psychology emphasized free will and personal growth.
3. The Cognitive Revolution brought the focus back to mental processes.
4. Transpersonal psychology explores the spiritual dimensions of human experience.
5. Gestalt psychology's main principle was 'the whole is different from the sum of its parts'.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 3 only
(B) 2, 4, and 5 only
(C) 1, 3, and 4 only
(D) All 1, 2, 3, 4, and 5 are correct.

25. The term "Multiculturalism" as a development in Western psychology suggests a move towards:
(A) Adopting a single, universalized theory of psychology applicable to all humans
(B) The systematic rejection of all traditionally established Western psychological theories
(C) Recognizing and incorporating cultural diversity in psychological theory and practice
(D) Focusing psychological inquiry exclusively on non-Western indigenous cultures

26. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): The Cognitive Revolution was a significant shift in 20th-century psychology.
Reason (R): It moved the focus of psychological research away from purely observable behavior to the study of internal mental processes like memory and problem-solving.
(A) Both A and R are true and R is the correct

explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

27. The concept of "Indic influences on modern psychology" suggests that:
(A) Modern psychological theory had no meaningful contact with ancient Indian thought
(B) Indian psychological concepts have been completely assimilated into Western models
(C) Western psychology developed in total isolation from all other global traditions
(D) Concepts from Indian traditions may have shaped or resonated with modern psychology

28. Which school of thought is incorrectly paired with its central focus?
(A) Structuralism - Elements of consciousness
(B) Behaviorism - The unconscious mind
(C) Functionalism - Adaptive purpose of mind and behavior
(D) Gestalt - Perceptual organization

29. Match the figures in List I with the schools of thought in List II.
List I: (Founder/Associated Figure)
P. Sigmund Freud
Q. William James
R. Wilhelm Wundt
S. Carl Rogers
List II: (School of Thought)
1. Structuralism
2. Humanistic Psychology
3. Psychoanalysis
4. Functionalism
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-2, Q-4, R-1, S-3
(D) P-4, Q-3, R-2, S-1

30. The medieval period in the West had a particular view of psychological phenomena, often framing them in terms of:
(A) Neurological deficits
(B) Cognitive schemas
(C) Social construction
(D) Theology and demonic possession

31. Ontology, as an essential aspect of a knowledge paradigm, is concerned with:
(A) The nature of reality and being.
(B) The nature of knowing and how we acquire knowledge.
(C) The specific methods used to gather data.
(D) The ethical implications of research.

32. Which of the following defines epistemology?
(A) The study of the nature of reality.
(B) The study of the nature, scope, and limits of human knowledge.
(C) The study of the methods of research.
(D) The study of values and ethics.

33. Consider the following statements about knowledge paradigms.
1. Ontology deals with the question 'What is real?'.
2. Epistemology deals with the question 'How do we know what we know?'.
3. Methodology deals with the question 'How do we go about finding out?'.
4. These three aspects are independent and do not influence each other.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 2, and 3
(C) 2, 3, and 4
(D) All of the above

34. Methodology, in the context of knowledge paradigms, refers to:
(A) The specific procedures and techniques used to conduct research.
(B) The researcher's philosophical stance on reality.
(C) The theory of knowledge guiding the research.
(D) The ultimate purpose of the research.

35. The paradigm of Positivism in Western psychology is most closely aligned with:
(A) The subjective interpretation of individual internal experiences
(B) The systemic critique of historical power structures in society
(C) The methods of natural sciences, emphasizing empirical observation
(D) The collaborative creation of knowledge between research teams

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36. Post-Positivism differs from Positivism by acknowledging that:
(A) Objective reality does not exist at all.
(B) All knowledge is socially constructed.
(C) The only valid knowledge comes from subjective intuition.
(D) Reality can only be imperfectly and probabilistically apprehended.

37. Which Western psychological paradigm is most concerned with uncovering and critiquing power dynamics, social inequality, and oppression?
(A) Positivism
(B) Social Constructionism
(C) Critical perspective
(D) Existential Phenomenology

38. The idea that "reality is created through language and social interaction" is a cornerstone of which paradigm?
(A) Post-Positivism
(B) Social Constructionism
(C) Logical Empiricism
(D) Behaviorism

39. Existential Phenomenology as a paradigm emphasizes the study of:
(A) The systematic observation of externally measurable and overt behaviors
(B) The identification of universal causal laws governing all human actions
(C) The biological and genetic foundations of individual personality traits
(D) The structures of conscious experience and an individual's lived world

40. Arrange the following events in the history of Indian psychology in chronological order.
1. The move to addressing social issues.
2. Paradigmatic concerns and disciplinary identity crisis.
3. The era of indigenization.
4. Emergence of Indian psychology in academia as a distinct field.

Choose the correct sequence:
(A) 1, 3, 2, 4
(B) 1, 2, 3, 4
(C) 2, 1, 4, 3
(D) 3, 1, 2, 4

41. The paradigm of Co-operative Enquiry is characterized by:
(A) The researcher acting as a detached, objective expert.
(B) Research being done 'on' people rather than 'with' them.
(C) A cyclical process of action and reflection by co-researchers
(D) The exclusive utilization of quantitative statistical methodologies

42. "Paradigmatic Controversies" in psychology refer to:
(A) Debates between different schools of thought with fundamentally different assumptions about reality, knowledge, and method.
(B) Minor disagreements about statistical procedures.
(C) Arguments over the naming of psychological disorders.
(D) The lack of funding for psychological research.

43. Which of the following is NOT a significant Indian paradigm on psychological knowledge?
(A) Yoga
(B) Buddhism
(C) Sufism
(D) Zen

44. The following question consists of two statements.
Statement I: Yoga and Bhagavad Gita are examples of Indian paradigms on psychological knowledge.
Statement II: These Indian paradigms are presented as being integrated with spiritual concepts.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

45. In the context of Indian psychology, 'avidya' and 'vidya' represent the dual concepts of:
(A) Love and hate
(B) Action and inaction
(C) Ignorance/nescience and true knowledge/science

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(D) Mind and body

46. What is described as having "primacy" in Indian psychology?
(A) The study of social behavior
(B) The analysis of dreams
(C) The development of psychological tests
(D) The pursuit of self-knowledge

47. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): Indian paradigms of psychological knowledge like Yoga and Buddhism place a strong emphasis on self-knowledge.
Reason (R): The ultimate goal in these systems is often liberation or enlightenment, which is achieved through a deep understanding of the nature of the self.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

48. Identify the incorrect statement about the key issues in the emergence of psychology in India.
(A) The colonial encounter significantly shaped the discipline's trajectory.
(B) Psychology in India has always had a strong, distinct disciplinary identity from its inception.
(C) Post-colonial critiques have been central to re-evaluating the discipline.
(D) The dominance of Western models led to calls for indigenization.

49. Match List I (Western Paradigm) with List II (Core Idea).
List I: (Western Paradigm)
P. Positivism
Q. Social Constructionism
R. Critical Perspective
S. Existential Phenomenology
List II: (Core Idea)
1. Reality is socially and linguistically constructed.
2. Focus on the 'lived experience' of individuals.
3. Knowledge is based on verifiable, empirical data.
4. Aims to uncover and challenge social inequalities.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

50. The crisis in Western psychology due to "strict adherence to experimental analytical paradigm" implies a critique of psychology for being too:
(A) Reductive, mechanistic, and ignoring subjective human experience
(B) Excessively philosophical and grounded in speculative theory
(C) Focused too heavily on external cultural and diverse social factors
(D) Utilizing qualitative and interpretive methodologies in its research

51. Consider the following statements about the founders of academic psychology.
1. Wundt is associated with the first psychology laboratory.
2. Freud's path was rooted in clinical observation and the unconscious.
3. James represented the functionalist perspective, focusing on adaptation.
4. Dilthey advocated for a different methodology for the human sciences (Geisteswissenschaften) compared to the natural sciences.
5. All four founders agreed on a single, unified paradigm for psychology.
Which of the above statement(s) is/are correct?
(A) 1, 2, 3, and 4
(B) 1, 2, and 5
(C) 3, 4, and 5
(D) All statements are correct.

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52. The "Transpersonal" school of psychology can be best understood as an extension of which tradition, incorporating spiritual dimensions?
(A) Behaviorism
(B) Structuralism
(C) Psychoanalytical
(D) Humanistic-Existential

53. Which period in the history of Western thought saw psychological issues largely subsumed under theological and philosophical discourse?
(A) Greek heritage
(B) Modern period
(C) Medieval period
(D) The Cognitive Revolution

54. The term "indigenization" in the context of 1980s Indian psychology primarily means:
(A) The process of translating Western psychological tests into local dialects
(B) Developing theories and methods based on Indian cultural traditions
(C) The total and complete rejection of all Western psychological knowledge
(D) Encouraging Indian psychologists to publish strictly in local journals

55. Which of the following is NOT a component of a knowledge paradigm?
(A) Ontology
(B) Epistemology
(C) Methodology
(D) Doxology

56. The psychological insights in the Bhagavad Gita are presented within the framework of a dialogue between:
(A) Krishna and Arjuna
(B) Buddha and his disciples
(C) A Sufi master and his pupil
(D) The individual self and the universal Self in Integral Yoga

57. A researcher believes that reality exists independently of our minds and can be known through rigorous, objective measurement. This researcher's stance is most aligned with:
(A) Social Constructionism
(B) Existential Phenomenology
(C) Positivism
(D) Critical Perspective

58. Which of the following statements best characterizes the "disciplinary identity crisis" of the 1990s in Indian psychology?
(A) A feeling of irrelevance and questioning of the discipline's core assumptions and direction.
(B) A debate over whether psychology should be a natural science or a social science.
(C) A sudden loss of government funding for psychology departments.
(D) A conflict between clinical and industrial psychologists.

59. The 'Greek heritage' contribution to Western psychology primarily lies in:
(A) The establishment of the first experimental laboratories.
(B) The development of psychoanalytic theory.
(C) The formulation of the principles of behaviorism.
(D) Early philosophical inquiries into the nature of the mind, soul, and knowledge by thinkers like Plato and Aristotle.

60. The following question consists of two statements.
Statement I: Functionalism was concerned with the "what" of the mind (its structure).
Statement II: Structuralism was concerned with the "why" of the mind (its purpose).
Which of the above statement(s) is/are correct?
(A) Only 1 is correct.
(B) Only 2 is correct.
(C) Both 1 and 2 are correct.
(D) Neither 1 nor 2 is correct.

61. The concept of 'Post-Positivism' implies that:
(A) We should return to a pre-positivistic, purely philosophical psychology.
(B) There is no reality outside of our subjective interpretations.
(C) The quest for knowledge is value-laden, and absolute objectivity is a myth, though we can strive for it.
(D) Only quantitative data is useful, but its interpretation is always flawed.

62. The "primacy of self-knowledge" in Indian psychology suggests that the main goal of psychological inquiry is:
(A) To understand and control the behavior of others.
(B) To achieve social and economic success.
(C) To create universally applicable laws of behavior.
(D) To attain a deep, transformative understanding of one's own nature.

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63. The Humanistic-Existential school of thought emerged largely as a reaction against the perceived limitations of which two dominant forces in psychology?
(A) Psychoanalysis and Behaviorism
(B) Structuralism and Functionalism
(C) Gestalt psychology and Social Constructionism
(D) Transpersonal psychology and Multiculturalism

64. Match the concept in List I with the appropriate knowledge paradigm in List II.
List I: (Concept)
P. Lived experience
Q. Empirical verification
R. Deconstruction of power
S. Socially agreed-upon reality
List II: (Paradigm)
1. Critical Perspective
2. Positivism
3. Existential Phenomenology
4. Social Constructionism
(A) P-3, Q-2, R-1, S-4
(B) P-2, Q-3, R-4, S-1
(C) P-3, Q-1, R-2, S-4
(D) P-4, Q-2, R-1, S-3

65. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): There is often a cited lack of distinct disciplinary identity as a major issue for psychology in India.
Reason (R): This is partly due to the 'colonial encounter' which led to the uncritical adoption of Western psychological models without adequate adaptation to the Indian context.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

66. If a psychologist focuses on how people perceive, remember, think, and solve problems, their approach aligns with the:
(A) Cognitive revolution
(B) Psychoanalytical school
(C) Behaviorist school
(D) Humanistic tradition

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67. Which of the four founding paths of psychology emphasized understanding (Verstehen) human experience from within, a key idea for qualitative research?
(A) Wundt
(B) Freud
(C) Dilthey
(D) James

68. Consider the following statements about major Eastern Systems.
1. The Bhagavad Gita's psychology is embedded in a philosophical-spiritual discourse on action and duty.
2. Buddhism's psychological aspect focuses on the nature of suffering and the path to its end.
3. Sufism offers a mystical path to psychological and spiritual well-being through love and devotion.
4. Integral Yoga aims at the transformation of consciousness by integrating all parts of one's being.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 3, and 4
(C) 2 and 4 only
(D) All 1, 2, 3, and 4 are correct

69. The ontological assumption of a Social Constructionist would be that reality is:
(A) An objective, singular, and tangible entity.
(B) Multiple, subjective, and mentally constructed by individuals.
(C) Multiple, local, and co-created through social and linguistic interaction.
(D) A probabilistic reality that can only be imperfectly apprehended.

70. "Paradigmatic controversies" arise because different paradigms have incommensurable:
(A) Funding sources and institutional affiliations.
(B) Ontological, epistemological, and methodological assumptions.
(C) Statistical software preferences.
(D) Publication guidelines.

71. A core idea in Gestalt psychology is that "the whole is different from the sum of its parts." This idea was a direct challenge to the approach of:
(A) Functionalism
(B) Humanism
(C) Psychoanalysis
(D) Structuralism

72. What is the most appropriate description of the state of academic psychology in India in the post-independence era?
(A) A period of expansion but largely following Western models.
(B) A period of decline and closure of departments.
(C) A period of complete focus on indigenous psychology.
(D) A period where psychology was rejected as a valid discipline.

73. The concept of 'avidya' in Indian thought is most analogous to which psychological state?
(A) A state of enlightened self-awareness
(B) A state of emotional catharsis
(C) A state of ignorance or misperception of reality
(D) A state of heightened cognitive function

74. Arrange the following figures in the chronological order of their major contributions to psychology.
1. Sigmund Freud
2. Wilhelm Wundt
3. Plato
4. B.F. Skinner

Choose the correct sequence:
(A) 3, 2, 1, 4
(B) 2, 3, 1, 4
(C) 3, 1, 2, 4
(D) 1, 2, 4, 3

75. The "crisis in psychology due to strict adherence to experimental analytical paradigm" is a critique against which dominant paradigm?
(A) Social Constructionism
(B) Critical Theory
(C) Existential Phenomenology
(D) Logical Empiricism/Positivism

76. Which of the following is an example of an epistemological question?
(A) What is the fundamental nature of the mind?
(B) How can we distinguish between true knowledge and mere opinion?
(C) What is the most ethical way to conduct a psychological experiment?
(D) What is the ultimate purpose of human existence?

77. The term "Integral Yoga" is most closely associated with the philosophical and psychological work of:
(A) Mahatma Gandhi
(B) S. Radhakrishnan
(C) Sri Aurobindo
(D) J. Krishnamurti

78. Which Western paradigm would be most suitable for a study aiming to understand the lived experience of coping with a chronic illness from the patient's point of view?
(A) Positivism
(B) Behaviorism
(C) Co-operative Enquiry
(D) Existential Phenomenology

79. The following question consists of two statements.
Statement I: Post-colonialism in psychology involves a critical examination of the legacy of colonialism on the discipline's theories and practices.
Statement II: A post-colonial perspective would advocate for the universal and uncritical application of Euro-American psychological theories.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

80. Identify the correct pairing of the psychological system and its core concept.
(A) Bhagavad Gita - Four Noble Truths
(B) Sufism - Annihilation of the ego in divine love
(C) Buddhism - Svadharma (one's own duty)
(D) Integral Yoga - The Oedipus complex

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81. Consider the following statements concerning the 'four founding paths' of psychology.
1. Wundt's path was experimental and focused on the structure of consciousness.
2. Freud's path was clinical and focused on the unconscious.
3. James's path was pragmatic and focused on the function of the mind.
4. Dilthey's path was hermeneutic and focused on understanding human experience.
5. All four paths led to the establishment of Behaviorism as the sole paradigm.

Which of the above statement(s) is/are correct?
(A) 1, 2, 3, and 4
(B) 1, 3, and 5
(C) 2, 4, and 5
(D) All statements are correct

82. A group of community members and researchers work together to identify a local problem, implement an intervention, and reflect on its effectiveness. This process is best described as:
(A) Co-operative Enquiry
(B) A Positivist experiment
(C) Psychoanalysis
(D) Social Constructionism

83. The move towards "Multiculturalism" in Western psychology was a response to the criticism that:
(A) The discipline was becoming too focused on diverse non-Western cultural traditions
(B) Psychological research lacked a rigorous and universally standardized methodology
(C) Traditional psychology was based on white, middle-class, Western populations
(D) Insufficient attention was paid to the study of comparative animal behavior models

84. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): There are significant Indian paradigms on psychological knowledge.
Reason (R): These paradigms, such as Yoga and Buddhism, are primarily concerned with spirituality and have no psychological content.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

85. Which of the following is the best example of a methodological question in a research study?
(A) What is the nature of intelligence?
(B) How do we know if our theory of intelligence is correct?
(C) Should we use a survey, an experiment, or a case study to measure intelligence?
(D) Is intelligence real or a social construct?

86. Match the historical period of Western psychology in List I with its corresponding characteristic in List II.
List I: (Period)
P. Greek Heritage
Q. Medieval Period
R. Modern Period
S. Cognitive Revolution
List II: (Characteristic)
1. Rise of scientific psychology and distinct schools of thought.
2. Psychological issues interpreted through theology.
3. Philosophical inquiries into the psyche (soul/mind).
4. Shift of focus back to internal mental processes.
(A) P-3, Q-2, R-1, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-2, S-4
(D) P-2, Q-3, R-4, S-1

87. A key issue stemming from the "colonial encounter" for Indian psychology was the:
(A) Perceived lack of scholarly interest from prominent Indian academic researchers
(B) Severe scarcity of empirical research funding from the ruling colonial administration
(C) Rapid and seamless integration of Indian philosophical thought into Western psychology
(D) Imposition of a foreign psychology that marginalized indigenous knowledge systems

88. The 1990s in Indian psychology were marked by "paradigmatic concerns," which refers to:
(A) Fundamental questions about the guiding

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assumptions and models of the discipline.
(B) Concerns about getting published in good journals.
(C) A shift towards only using Indian paradigms in research.
(D) The complete abandonment of empirical research.

89. Consider the following statements about Western knowledge paradigms.
1. Positivism holds that science can only deal with observable entities.
2. Post-Positivism critiques positivism but still believes in an objective reality.
3. Social Constructionism argues that our understanding of reality is a product of social processes.
4. Critical perspective aims to use research to bring about social change.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 2, and 3
(C) 3 and 4 only
(D) All 1, 2, 3, and 4 are correct

90. The concept of 'vidya' is best understood as:
(A) True knowledge, often of a spiritual or self-realizing nature.
(B) Worldly knowledge or skills.
(C) Ignorance of one's true nature.
(D) The ethical code for psychologists.

91. The distinction between 'science' and 'spirituality' (avidya and vidya) in the context of Indian psychology suggests:
(A) That the two are mutually exclusive and contradictory.
(B) That science is superior to spirituality.
(C) That both are irrelevant to understanding the human mind.
(D) That spiritual knowledge (vidya) is considered superior and encompasses empirical knowledge (part of avidya).

92. The school of Functionalism, associated with William James, was heavily influenced by the theories of:
(A) Sigmund Freud
(B) Charles Darwin
(C) Wilhelm Wundt
(D) Plato

93. "The primacy of self-knowledge in Indian psychology" indicates that the discipline's highest aim is not just to know about the self, but to:
(A) Develop better psychological tests for self-esteem.
(B) Compare the Indian concept of self with the Western one.
(C) Achieve a transformative realization of the self.
(D) Classify different types of self-concepts.

94. Which of the following is NOT a theme associated with the development of academic psychology in India post-1970?
(A) Move to addressing social issues
(B) Indigenization
(C) Paradigmatic concerns
(D) Strict adherence to Structuralism

95. A psychologist argues that to understand a person's behavior, we must first understand their subjective "lived world" and how they find meaning in it. This approach is characteristic of:
(A) Existential Phenomenology
(B) Behaviorism
(C) Positivism
(D) Structuralism

96. Arrange the following Western psychological paradigms in a sequence from most objective to most subjective/co-created.
1. Social Constructionism
2. Positivism
3. Existential Phenomenology
4. Post-Positivism

Choose the correct sequence:
(A) 2, 4, 3, 1
(B) 1, 3, 4, 2
(C) 2, 1, 4, 3
(D) 4, 2, 1, 3

97. The following question consists of two statements.
Statement I: The Greek heritage provided Western psychology with its foundational questions about the mind and knowledge.
Statement II: The modern period of Western psychology saw the emergence of experimental methods to answer those questions.
Which of the above statement(s) is/are correct?

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(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

98. The emergence of "Indian psychology in academia" in the 2000s signifies:
(A) A move to formally study and develop psychology based on Indian philosophical and cultural traditions.
(B) A rejection of psychology as a discipline.
(C) The first time psychology was ever taught in India.
(D) An agreement that Western psychology is universally applicable.

99. Which of the "four founding paths" would be most sympathetic to the use of introspection as a research method?
(A) Wundt
(B) James
(C) All of the above to varying degrees
(D) Freud

100. Consider the following pairs.
1. Ontology: What is knowledge?
2. Epistemology: What is reality?
3. Methodology: How to find out?

Which of the above pair(s) is/are correctly matched?
(A) 1 and 2 only
(B) 3 only
(C) 2 and 3 only
(D) 1, 2, and 3

101. The psychological thought present in the Bhagavad Gita primarily addresses the conflict of:
(A) A student choosing a career
(B) A merchant's desire for wealth versus spiritual pursuits
(C) A warrior's duty (dharma) versus his personal attachments and aversion to violence
(D) A monarch's political dilemmas

102. In the context of Indian psychology, the "colonial encounter" led to a disciplinary structure that was often:
(A) Rooted in indigenous knowledge
(B) A replica of British and American university departments
(C) Focused on spirituality and meditation
(D) Completely independent and original

103. Which paradigm most strongly posits that knowledge is value-laden and that research should be emancipatory?
(A) Post-Positivism
(B) Existential Phenomenology
(C) Co-operative Enquiry
(D) Critical perspective

104. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): Behaviorism, as a school of thought, rejected the study of consciousness.
Reason (R): Its proponents, like Watson and Skinner, argued that psychology should be an objective science, focusing only on observable stimuli and responses.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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105. Match the psychological system in List I with its geographical or cultural origin in List II.
List I: (System)
P. Gestalt Psychology
Q. Integral Yoga
R. Psychoanalysis
S. Sufism
List II: (Origin)
1. Indian Subcontinent
2. Middle East/Persia (as an Islamic mystical tradition)
3. Austria/Europe
4. Germany/Europe
(A) P-4, Q-1, R-3, S-2
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-3, S-4

106. A key feature of the "move to addressing social issues" in 1970s Indian psychology was the focus on problems like:
(A) Poverty, social change, and national

development
(B) The nature of consciousness
(C) The interpretation of ancient texts
(D) The mind-body problem

107. The concept of "paradigmatic concerns" in 1990s Indian psychology is closely related to the issue of:
(A) The lack of student enrollment.
(B) The overuse of psychoanalytic techniques.
(C) The rivalry between universities.
(D) The discipline's relevance and fundamental assumptions.

108. Consider the following claims about Western Psychology ParadigMS.
1. Positivism seeks universal laws.
2. Post-Positivism acknowledges the fallibility of knowledge.
3. Social Constructionism sees knowledge as a cultural and historical product.
4. Critical Perspective links knowledge with power and emancipation.
5. Existential Phenomenology prioritizes subjective, lived experience.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 3 only
(B) 2, 4, and 5 only
(C) 1, 3, and 5 only
(D) All 1, 2, 3, 4, and 5 are correct.

109. Which of the following is NOT one of the "four founding paths of academic psychology"?
(A) Wundt
(B) Freud
(C) Skinner
(D) James

110. The 'cognitive revolution' was a direct challenge to the dominance of which school of thought?
(A) Psychoanalysis
(B) Structuralism
(C) Gestalt Psychology
(D) Behaviorism

111. What is the epistemological stance of a social constructionist?
(A) Knowledge is created and re-created in social interaction and dialogue.
(B) Knowledge is a mirror of an objective, external reality.
(C) Knowledge is generated by experts and passed down to others.
(D) Knowledge is an imperfect reflection of a real but unknowable reality.

112. The term "Indic influences on modern psychology" most likely refers to the impact of Eastern concepts on which Western schools?
(A) Behaviorism and Structuralism
(B) Humanistic-Existential and Transpersonal psychology
(C) Positivism and Logical Empiricism
(D) Functionalism and Psychoanalysis

113. The following question consists of two statements.
Statement I: There is a chronological progression in Indian psychology from addressing social issues in the 1970s to indigenization in the 1980s.
Statement II: The disciplinary identity crisis of the 1990s can be seen as a consequence of the challenges and debates that arose from these earlier movements.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

114. The "crisis in psychology" mentioned in the Western context is due to a paradigm that was seen as too:
(A) Mechanistic and neglectful of the human experience
(B) Overly subjective and lacking sufficient scientific rigor
(C) Focusing excessively on contemporary political and social issues
(D) Remaining too deeply rooted in traditional European philosophy

115. A psychologist who believes that "to understand a psychological concept, one must understand the social and historical context in which it was created" is likely a:
(A) Positivist
(B) Behaviorist
(C) Social Constructionist
(D) Structuralist

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116. The concept of 'vidya' as true knowledge, contrasted with 'avidya' (ignorance), is a central theme in which knowledge traditions?
(A) Only in Western Positivism
(B) Exclusively in Sufism
(C) In modern Behaviorism
(D) Primarily in Indian philosophical and psychological systems

117. Which of the following correctly identifies an issue in the emergence of Indian psychology?
(A) An over-emphasis on indigenous models from the very beginning.
(B) A complete lack of university support.
(C) The lingering effects of the colonial encounter on disciplinary identity.
(D) A failure to engage with any Western psychological theories.

118. Which statement best represents the ontological position of Positivism?
(A) The assertion that reality is a purely internal and subjective construction
(B) The belief that an objective, singular reality exists and is measurable
(C) The view that reality is continuously co-created through linguistic dialogue
(D) The perspective that there are multiple, equally valid versions of reality

119. The school of Transpersonal psychology is unique in its explicit inclusion of which domain of human experience?
(A) Cognitive processes
(B) Observable behaviors
(C) Unconscious drives
(D) Spiritual and transcendent states

120. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): Dilthey's distinction between natural sciences and human sciences was a crucial step for the development of qualitative psychology.
Reason (R): He argued that human phenomena required a methodology of 'understanding' (Verstehen) rather than just 'explanation' (Erklären) used for natural objects.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

121. The main aim of the "Critical perspective" paradigm is:
(A) To establish universal laws of human behavior through experimentation.
(B) To understand the essence of an individual's lived experience.
(C) To critique and challenge societal structures of power and oppression.
(D) To create knowledge collaboratively with research participants.

122. Match the founder or proponent in List I to their associated path or school in List II.
List I: (Person)
P. Wundt
Q. James
R. Freud
S. Dilthey
List II: (Associated Path/Idea)
1. Functionalism / Pragmatism
2. Psychoanalysis / Unconscious
3. Hermeneutics / Human Sciences
4. Structuralism / Experimental Psychology
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

123. The "primacy of self-knowledge" in Indian psychology aligns most closely with the concept of:
(A) Avidya
(B) Positivism
(C) The colonial encounter
(D) Vidya

124. The 1980s movement of "indigenization" in Indian psychology was primarily a call for:
(A) More funding from the government.
(B) Cultural relevance and the development of local psychological models.
(C) Stricter adherence to the experimental analytical paradigm.
(D) The closure of psychology departments.

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125. Consider the following statements regarding the emergence of psychology in India.
1. The pre-independence era was characterized by the establishment of psychology as a discipline modeled on the West.
2. The 1970s saw a turn towards making psychology relevant to India's social problems.
3. The 1980s were marked by an explicit call for developing indigenous psychologies.
4. The 1990s involved critical self-reflection and a sense of identity crisis within the discipline.

Which of the above statement(s) is/are correct?
(A) 1 and 3 only
(B) 2 and 4 only
(C) 1, 2, and 3 only
(D) All 1, 2, 3, and 4 are correct

126. Which of the following schools of thought would most strongly agree with the statement, "The whole is greater than the sum of its parts"?
(A) Structuralism
(B) Behaviorism
(C) Psychoanalysis
(D) Gestalt

127. Which of the following is NOT a Western paradigm of psychology?
(A) Deconstructionism
(B) Positivism
(C) Social Constructionism
(D) Co-operative Enquiry

128. The 'modern period' in Western psychology is characterized by:
(A) The dominance of theological explanations.
(B) The emergence of psychology as a distinct scientific discipline.
(C) Philosophical speculation by Greek thinkers.
(D) The complete rejection of experimental methods.

129. If a researcher studies the impact of language on how different cultures perceive 'reality', they are working within which paradigm?
(A) Positivism
(B) Social Constructionism
(C) Behaviorism
(D) Structuralism

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130. Arrange the following historical periods/ events in Western psychology in the correct chronological order.
1. The rise of Behaviorism
2. The work of Greek philosophers like Plato
3. The establishment of Wundt's lab
4. The Cognitive Revolution

Choose the correct sequence:
(A) 2, 3, 1, 4
(B) 2, 1, 3, 4
(C) 1, 2, 3, 4
(D) 3, 2, 1, 4

131. The field of "Post colonialism and psychology" primarily examines:
(A) How to apply standard Western psychological models to colonized nations
(B) The pre-colonial psychological state of diverse indigenous populations
(C) The psychological impact of colonial rule and decolonizing the mind
(D) The historical progression of psychology within the colonizing nations

132. The distinction between 'avidya' (worldly/ ignorant knowledge) and 'vidya' (true/liberating knowledge) is fundamental to understanding the link between which two domains in Indian thought?
(A) Ontology and Epistemology
(B) Psychology and Sociology
(C) Theory and Practice
(D) Science and Spirituality

133. Which of the following statements inaccurately describes a Western knowledge paradigm?
(A) Positivism seeks objective, verifiable truth.
(B) Critical perspective aims to empower marginalized groups.
(C) Social Constructionism believes reality is singular and objective.
(D) Existential Phenomenology focuses on individual lived experience.

134. The following question consists of two statements.
Statement I: Integral Yoga is a major Eastern system relevant to psychology.
Statement II: This system focuses on the transformation of consciousness through psychological and spiritual integration.

Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

135. An Indian psychologist in 1985 argues that concepts of family and selfhood derived from American suburbs are not helpful for understanding rural Indian communities. This argument is an expression of the spirit of:
(A) The cognitive revolution
(B) Structuralism
(C) Post-Positivism
(D) Indigenization

136. The ontological position of 'critical realism' is often associated with which paradigm?
(A) Post-Positivism
(B) Positivism
(C) Social Constructionism
(D) Co-operative Enquiry

137. Which of the following is the best example of a "paradigmatic controversy"?
(A) A disagreement over the correct way to cite a reference in APA style.
(B) An argument about which brand of computer to buy for the lab.
(C) A debate between a positivist and a social constructionist about the nature of 'truth'.
(D) A discussion about the schedule for a departmental meeting.

138. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): The 2000s saw the emergence of "Indian psychology" in academia.
Reason (R): This movement sought to develop a psychology grounded in the philosophical-psychological traditions and cultural realities of India.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

139. Match the term in List I to its correct definition in List II in the context of knowledge paradigms.
List I: (Term)
P. Ontology
Q. Epistemology
R. Methodology
S. Paradigm
List II: (Definition)
1. The theory of how we know what we know.
2. The theory of what is real or exists.
3. A system of practices and techniques for research.
4. An overarching framework of beliefs and assumptions.
(A) P-2, Q-1, R-3, S-4
(B) P-1, Q-2, R-4, S-3
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-1, R-3, S-2

140. Which major Eastern system is an esoteric or mystical dimension within Islam?
(A) Bhagavad Gita
(B) Sufism
(C) Buddhism
(D) Integral Yoga

141. Consider the following statements about the "crisis in psychology" in the West.
1. It stemmed from a strict adherence to logical empiricism.
2. The paradigm was seen as too restrictive.
3. It failed to capture the richness of human experience.
4. It led to a questioning of psychology's status as a purely objective science.
5. This crisis was resolved by a universal return to psychoanalysis.
Which of the above statement(s) is/are correct?
(A) 1, 2, and 3 only
(B) 1, 2, 3, and 4
(C) 3, 4, and 5
(D) All statements are correct.

142. A psychologist investigating the "unconscious" motivations for behavior is working within the tradition of which pathfinder?
(A) Wundt
(B) James
(C) Dilthey
(D) Freud

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143. The development of academic psychology in India during the pre-independence era was primarily driven by:
(A) The influence of British education systems and Western psychology.
(B) The study of ancient Indian scriptures.
(C) A grassroots movement of Indian scholars.
(D) The need to solve pressing social problems.

144. In the Western tradition, the shift from the medieval period to the modern period involved a move from _____ explanations to _____ explanations of psychological phenomena.
(A) scientific; theological
(B) theological; scientific/philosophical
(C) philosophical; behavioral
(D) behavioral; cognitive

145. A 'lack of distinct disciplinary identity' for psychology in India suggests that the discipline struggled to:
(A) The persistent difficulty in attracting qualified students to psychology degree courses
(B) The struggle to forge an identity both scientifically modern and culturally rooted
(C) The institutional inability to differentiate psychology from sociology or anthropology
(D) The lack of formal recognition from established international psychology associations

146. A researcher who studies how children's concepts of 'fairness' develop through peer interactions and conversations is adopting which epistemological stance?
(A) Social Constructionist
(B) Positivist
(C) Post-Positivist
(D) Behaviorist

147. The following question consists of two statements.
Statement I: Yoga is an Indian paradigm on psychological knowledge.
Statement II: Yoga is viewed as a system with a deep psychological and philosophical framework concerning mind, consciousness, and self-realization.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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148. Which issue is described as a consequence of the 'strict adherence to experimental analytical paradigm' in the West?
(A) The rise of multiculturalism
(B) The emergence of Indian psychology
(C) The disciplinary identity crisis in India
(D) A crisis in psychology

149. The Humanistic-Existential perspective is often called the "third force" in psychology because it offered an alternative to:
(A) Structuralism and Functionalism
(B) Gestalt and Cognitive psychology
(C) Psychoanalysis and Behaviorism
(D) Positivism and Post-Positivism

150. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): Post-colonial critiques are important for the development of psychology in India.
Reason (R): They challenge the assumed universality of Western psychological theories and encourage the development of more culturally appropriate frameworks.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

151. Which is the most appropriate description of the ontological assumption of an Existential Phenomenologist?
(A) Reality is objective and singular.
(B) Reality is a social construct created through language.
(C) Reality can be known probabilistically through experimentation.
(D) The only reality that matters is the reality as it is perceived and experienced by the individual.

152. The term "four founding paths" of academic psychology implies that:
(A) The early history of academic psychology was diverse, with different founders proposing different methods and subject matters.
(B) There was only one way to establish psychology.
(C) All four paths eventually merged into one unified school.
(D) These four paths are the only ones that ever existed in psychology.

153. Consider the following developments in Indian psychology.
1. The 1970s focus on social issues.
2. The 1980s focus on indigenization.
3. The 1990s identity crisis.
4. The 2000s formal emergence of Indian Psychology.

Which of the following represents the correct chronological sequence of these developments?
(A) 1, 2, 3, 4
(B) 2, 1, 4, 3
(C) 1, 3, 2, 4
(D) 4, 3, 2, 1

154. In the context of Indian knowledge paradigms, 'Sufism' is presented as a path of psychological transformation through:
(A) Mystical love, devotion, and the experience of unity with the divine.
(B) Rational analysis and intellectual debate.
(C) Detached action and duty.
(D) Mindful observation of breath and sensations.

155. Which of the following is an example of an 'ontological' question?
(A) How can we measure personality?
(B) Is it ethical to use deception in experiments?
(C) How does memory work?
(D) What is the fundamental nature of consciousness? Is it a physical or non-physical phenomenon?

156. The 'Greek heritage' of Western psychology includes the foundational philosophical work of thinkers like:
(A) Wundt and James
(B) Plato and Aristotle
(C) Freud and Jung
(D) Rogers and Maslow

157. Match the school of thought in List I with its key concept in List II.
List I: (School)
P. Behaviorism
Q. Psychoanalysis
R. Gestalt
S. Humanistic
List II: (Key Concept)
1. Unconscious conflicts
2. Self-actualization
3. Stimulus-Response learning
4. Perceptual whole (Prägnanz)
(A) P-4, Q-1, R-2, S-3
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-1, Q-3, R-4, S-2

158. The 'move to addressing social issues' in 1970s Indian psychology was a reaction against a psychology that was perceived as too:
(A) Adopting indigenous frameworks and being excessively bound by local culture
(B) Placing too much emphasis on applied research and practical interventions
(C) Focusing exclusively on spiritual concepts and ancient philosophical texts
(D) Being overly theoretical, elitist, and detached from pressing national problems

159. The methodology of 'Co-operative Enquiry' is distinct because:
(A) All participants are co-researchers in a cyclical process of action and reflection.
(B) It relies solely on quantitative data from large-scale surveys.
(C) It involves the researcher as an objective and detached observer.
(D) It is a purely theoretical and philosophical exercise.

160. Consider the following statements about the major Eastern Systems and their psychological relevance.
1. The Bhagavad Gita provides a model for karma yoga (psychology of action).
2. Buddhism offers a detailed analysis of mind, consciousness, and the roots of suffering.
3. Sufism outlines a path of emotional and

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spiritual development through love.
4. Integral Yoga presents a framework for the evolution of consciousness.
5. These systems are purely religious and have no psychological components.

Which of the above statement(s) is/are correct?
(A) All statements are correct.
(B) 1, 2, and 5
(C) 1, 2, 3, and 4
(D) 5 only

161. A 'paradigmatic controversy' that pits Positivism against Social Constructionism is fundamentally a disagreement about:
(A) The correct statistical test to use.
(B) The nature of reality and knowledge.
(C) The ethics of animal research.
(D) The best way to teach introductory psychology.

162. The following question consists of two statements.
Statement I: Wundt, Freud, James, and Dilthey represent four foundational paths in academic psychology.
Statement II: All four of these founders agreed that psychology should strictly follow the methods of the natural sciences.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

163. The primary method associated with Structuralism as practiced by Wundt and Titchener was:
(A) Free association
(B) Operant conditioning
(C) Introspection
(D) Case study

164. What was a major characteristic of academic psychology in India in the immediate post-independence era?
(A) Strong focus on indigenization.
(B) A decline in the number of psychology departments.
(C) Rejection of all scientific methods in favor of scriptural analysis.
(D) Rapid growth and expansion, but largely based on borrowed Western models.

165. The "disciplinary identity crisis" of the 1990s in Indian psychology can be best understood as:
(A) A successful period of growth and confidence.
(B) A complete shift to psychoanalytic theory.
(C) A period of intense questioning about the discipline's purpose, methods, and relevance in the Indian context.
(D) The decade when the discipline was first introduced in India.

166. Which Western paradigm would most likely use methods like discourse analysis to study how concepts like 'mental illness' are constructed in society?
(A) Positivism
(B) Social Constructionism
(C) Post-Positivism
(D) Behaviorism

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167. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): Science and spirituality are linked with the concepts of 'avidya' and 'vidya'.
Reason (R): This framework suggests that what is typically considered empirical science (avidya) is a form of knowledge, but a higher, more complete knowledge (vidya) pertaining to the self and ultimate reality is also a valid and primary goal of inquiry.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

168. The "Indic influences on modern psychology" are most evident in the works of which school that emphasizes self-actualization and peak experiences?
(A) Humanistic Psychology
(B) Behaviorism
(C) Structuralism
(D) Psychoanalysis

169. What is the epistemological assumption of a positivist researcher?
(A) Knowledge is socially co-created.
(B) The researcher and the researched are interactively linked, and findings are created by their interaction.
(C) It is possible for a researcher to be an objective observer of a reality that exists independently of them.
(D) Truth is always relative to a particular cultural context.

170. Match the decade in Indian Psychology in List I with its defining characteristic in List II.
List I: (Decade)
P. 1970s
Q. 1980s
R. 1990s
S. Post-1947 (general)
List II: (Characteristic)
1. Disciplinary identity crisis
2. Expansion based on Western models
3. Move to addressing social issues
4. Indigenization
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

171. The "Cognitive Revolution" represented a paradigm shift that re-introduced the study of _____ into mainstream experimental psychology.
(A) spiritual experiences
(B) unconscious drives
(C) cultural diversity
(D) the mind and mental processes

172. Consider the following statements about knowledge paradigms.
1. Ontology concerns the nature of reality.
2. Epistemology concerns the nature of knowledge.
3. Methodology concerns the techniques for gathering knowledge.
4. A paradigm is a researcher's personal opinion, unrelated to these elements.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 2, and 3
(C) 3 and 4 only
(D) All of the above

173. The core psychological teaching of Buddhism revolves around the Four Noble Truths, which begin by identifying the universal reality of:
(A) Bliss (Ananda)
(B) Duty (Dharma)
(C) Suffering (Dukkha)
(D) Love (Prem)

174. Which of the "four founding paths" is associated with Functionalism and the book 'Principles of Psychology'?
(A) Wundt
(B) Freud
(C) Dilthey
(D) James

175. The psychological concept of 'detachment' (Nishkama Karma) is a central tenet of which Eastern system?
(A) Bhagavad Gita
(B) Sufism
(C) Early Behaviorism
(D) Gestalt Psychology

176. Which of the following is NOT an issue related to the emergence of psychology in India?
(A) The colonial encounter
(B) Overabundance of indigenous research
(C) Lack of distinct disciplinary identity
(D) Post colonialism and psychology

177. The "Critical perspective" paradigm in psychology would be most interested in studying:
(A) The reaction time of participants in a lab experiment.
(B) How psychiatric diagnoses may be used to control non-conformist behavior.
(C) The lived experience of a single individual.
(D) The universal laws of perception.

178. The following question consists of two statements.
Statement I: Social Constructionism posits that our knowledge of the world is not a direct perception of reality, but is constructed through social and linguistic conventions.
Statement II: A social constructionist would argument that the concept of 'childhood' has a

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fixed, universal meaning across all cultures and historical periods.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

179. What does the "primacy of self-knowledge in Indian psychology" imply?
(A) The assumption that Indian psychology prioritizes individual self-study over societal concerns
(B) The claim that subjective self-report measures are the only valid form of empirical data
(C) The view that psychological inquiry aims for personal transformation through self-understanding
(D) The argument that Indian psychological systems are inherently individualistic in nature

180. The methodological approach of Positivism is primarily:
(A) Interpretive and qualitative.
(B) Collaborative and action-oriented.
(C) Historical and textual.
(D) Experimental and quantitative.

181. Arrange the following schools/movements of Western psychology in their correct historical sequence of prominence.
1. Psychoanalysis
2. Humanistic Psychology
3. Structuralism
4. Behaviorism

Choose the correct sequence:
(A) 3, 1, 4, 2
(B) 1, 3, 4, 2
(C) 3, 4, 1, 2
(D) 4, 2, 1, 3

182. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): The 1970s marked a turning point for Indian psychology.
Reason (R): During this decade, there was a significant shift from a purely academic, Western-oriented psychology to one that attempted to be more relevant to India's societal needs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

183. The main difference between Positivism and Post-Positivism is that Post-Positivism:
(A) Rejects the existence of an objective reality entirely.
(B) Proposes that reality is socially constructed.
(C) Relies exclusively on qualitative research methodologies
(D) Acknowledges that our observation of reality is fallible and theory-laden.

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184. The concept of 'indigenization' in 1980s Indian psychology was about:
(A) Making psychology native and rooted in the local socio-cultural context.
(B) Translating American textbooks into Hindi.
(C) Opening more psychology departments in rural areas.
(D) Focusing only on the study of tribal communities.

185. Match the following Indian knowledge paradigms in List I with their core psychological focus in List II.
List I: (Paradigm)
P. Bhagavad Gita
Q. Buddhism
R. Sufism
S. Integral Yoga
List II: (Psychological Focus)
1. Analysis of suffering (Dukkha) and path to its cessation.
2. Psychology of action (Karma Yoga) and emotional equanimity.
3. Integration of all parts of being for conscious evolution.
4. Experiential path of divine love and union.
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

186. Which of the following statements best captures the essence of the 'Post-colonialism and psychology' issue?
(A) Examining colonial legacy and challenging Western-centric theories
(B) Assisting formerly colonized nations to adopt Western behavioral standards
(C) Asserting that post-colonial nations have no inherent need for psychology
(D) Proposing that the colonial period was beneficial for Indian psychology

187. Consider the following statements about the development of Western psychology.
1. Structuralism aimed to identify the basic elements of consciousness.
2. Functionalism focused on the adaptive purposes of mental processes.
3. Behaviorism shifted the focus to observable behavior.
4. The Cognitive Revolution brought mental processes back into focus.
5. Multiculturalism highlighted the importance of cultural context.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 3, and 5 only
(C) 2 and 4 only
(D) All 1, 2, 3, 4, and 5 are correct.

188. Which paradigm is most likely to ask the question: "How does the language used by therapists and clients co-construct the client's understanding of their 'problem'?"
(A) Positivism
(B) Social Constructionism
(C) Behaviorism
(D) Transpersonal Psychology

189. The 'medieval period' in the West is generally seen as a time when inquiry into the human mind was constrained by:
(A) Strict experimental protocols
(B) The dominance of psychoanalytic thought
(C) Religious dogma and theological frameworks
(D) A lack of interest in human nature

190. What is a key difference between Wundt's path and Dilthey's path for psychology?
(A) Wundt explored unconscious drives, while Dilthey studied observable behavior.
(B) Wundt adopted functionalist views, while Dilthey remained a structuralist.
(C) Wundt was based in the United States, while Dilthey worked in Great Britain.
(D) Wundt followed natural science, while Dilthey advocated for human science.

191. The emergence of Humanistic-Existential psychology was a reaction against the view of humans as being controlled by:
(A) Unconscious forces and environmental stimuli
(B) Social structures and culture
(C) Genetic predispositions
(D) The search for meaning

192. Which statement incorrectly characterizes the development of psychology in India?
(A) The pre-independence era was largely derivative of Western psychology.
(B) The discipline has had a clear and undisputed identity from the beginning.
(C) The 1970s saw a shift towards social relevance.
(D) The 1980s championed indigenization.

193. The following question consists of two statements.
Statement I: Ontology is the branch of philosophy concerned with the theory of knowledge.
Statement II: Epistemology is the branch of philosophy concerned with the nature of being.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

194. "Indic influences on modern psychology" can be seen in the overlap between concepts from systems like Yoga and Buddhism and which school of Western psychology?
(A) Transpersonal Psychology
(B) Behaviorism
(C) Structuralism
(D) Logical Positivism

195. There are commonalities among Yoga, Bhagavad Gita, Buddhism, Sufism, and Integral Yoga

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regarding psychological knowledge. What is a common thread among them?
(A) They all rely on experimental laboratory methods.
(B) They all reject the existence of the mind.
(C) They all view self-knowledge as central to well-being and transformation.
(D) They are exclusively focused on abnormal behavior.

196. The central argument of the 'Critical perspective' is that knowledge is not neutral, but is intertwined with:
(A) Genetic inheritance
(B) Random chance
(C) Universal brain structures
(D) Power and ideology

197. Arrange the 'four founding paths' in an order from an 'explanation' (Naturwissenschaften) approach to an 'understanding' (Geisteswissenschaften) approach.
(A) Wundt, James, Freud, Dilthey
(B) Dilthey, Freud, James, Wundt
(C) Freud, Wundt, Dilthey, James
(D) James, Dilthey, Wundt, Freud

198. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): The paradigm of Social Constructionism challenges the idea of objective, universal truth.
Reason (R): It posits that what we consider 'truth' is a product of specific historical and cultural contexts, created and maintained through language and social agreement.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

199. A case study that deeply explores one person's subjective feelings, thoughts, and life history to understand their experience would be most aligned with which research paradigm?
(A) Positivism
(B) Behaviorism
(C) Structuralism
(D) Existential Phenomenology

200. Match the psychological issue in List I with the decade in which it was most prominent in India in List II.
List I: (Issue)
P. Search for social relevance
Q. Call for indigenization
R. Disciplinary identity crisis
S. Emergence of 'Indian Psychology' in academia
List II: (Decade)
1. 1980s
2. 2000s
3. 1970s
4. 1990s
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-3, S-4

201. Consider the following statements about foundational figures in psychology.
1. Wundt is credited with establishing the first psychology laboratory in Leipzig in 1879.
2. Freud developed psychoanalysis, focusing on the unconscious mind.
3. William James, a key figure in functionalism, authored the influential text 'Principles of Psychology'.
4. Dilthey argued for a distinction between the natural sciences and the human sciences.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 2, and 3 only
(C) 3 and 4 only
(D) All 1, 2, 3, and 4 are correct.

202. The concept of avidya (ignorance) and vidya (true knowledge) highlights a key aspect of Indian psychology, which is its focus on:
(A) Transformative knowledge and liberation
(B) Social conformity
(C) The prediction and control of behavior
(D) Cross-cultural comparisons

203. The 'colonial encounter' is listed as an issue for Indian psychology because it:
(A) Led to a healthy and equal exchange of ideas.

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(B) Promoted the development of a unique, indigenous psychology from the start.
(C) Resulted in a lack of funding for all scientific disciplines.
(D) Established a power dynamic where Western psychology was seen as superior and universal.

204. Which Western psychological paradigm has an explicit goal of emancipation and social justice?
(A) Positivism
(B) Critical perspective
(C) Post-Positivism
(D) Existential Phenomenology

205. The following question consists of two statements.
Statement I: The 1990s was a period of great confidence and paradigmatic consensus in Indian psychology.
Statement II: The 1990s in Indian psychology was characterized by a disciplinary identity crisis and paradigmatic concerns.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

206. Which of the following best defines 'epistemology'?
(A) The study of the nature of reality.
(B) The study of the methods used in a particular field.
(C) The study of values and ethics.
(D) The study of the nature and grounds of knowledge.

207. The 'Transpersonal' school of thought in psychology would be most interested in phenomena such as:
(A) Mystical experiences and altered states of consciousness
(B) Conditioned reflexes
(C) The structure of language
(D) Social conformity

208. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): In Indian knowledge traditions, self-knowledge is given primacy.
Reason (R): This is because understanding the external world is considered a prerequisite for understanding the self.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

209. The four founding paths of Wundt, Freud, James, and Dilthey represent diverse approaches to psychology. Which path is most associated with a focus on adaptation and the purpose of consciousness?
(A) Wundt's structuralism
(B) James' functionalism
(C) Freud's psychoanalysis
(D) Dilthey's hermeneutics

210. Match the Western school of psychology in List I with its core area of interest in List II.
List I: (School)
P. Structuralism
Q. Functionalism
R. Behaviorism
S. Gestalt
List II: (Core Interest)
1. Observable actions and learning
2. The organized whole of perception
3. The adaptive purpose of mental processes
4. The basic elements of conscious experience
(A) P-4, Q-3, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-1, R-3, S-2
(D) P-3, Q-4, R-2, S-1

211. Which statement accurately reflects the 'indigenization' movement of the 1980s in Indian psychology?
(A) A movement to abandon empirical methods in favor of philosophical inquiry.
(B) A project to translate Western tests without adapting them for local use.
(C) A call for psychological theories derived from Indian cultural contexts.
(D) A proposal to merge psychology departments with philosophy departments.

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212. The paradigm of 'Co-operative Enquiry' is fundamentally:
(A) Individualistic and expert-driven.
(B) Quantitative and experimental.
(C) Historical and archival.
(D) Participatory and collaborative.

213. Consider the following statements about the components of a knowledge paradigm.
1. Ontology addresses the question: "What is the nature of reality?"
2. Epistemology addresses the question: "What is the relationship between the knower and the known?"
3. Methodology addresses the question: "How can the knower go about finding out knowledge?"
4. These components are logically interconnected within a given paradigm.
5. A researcher can pick any ontology, epistemology, and methodology without regard for their consistency.

Which of the above statement(s) is/are correct?
(A) 1, 2, 3, and 4
(B) 2, 3, and 5
(C) 1 and 5 only
(D) All statements are correct.

214. The "crisis in psychology" in the West was a reaction to the limitations of:
(A) Humanism
(B) Logical empiricism
(C) Psychoanalysis
(D) Social Constructionism

215. The psychological thought in Buddhism begins with the premise of 'Dukkha' or suffering and lays out a path for its:
(A) Acceptance and perpetuation
(B) Glorification and worship
(C) Denial and suppression
(D) Analysis and cessation

216. Which of the following is a key issue that arose from the 'colonial encounter' for psychology in India?
(A) Uncritical acceptance of Western models leading to identity issues.
(B) A rapid and successful indigenization process occurring from the start.
(C) The complete societal rejection of psychology within the Indian context.
(D) An over-production of research specifically focused on cultural relevance.

217. The following question consists of two statements.
Statement I: The Greek heritage of Western psychology involved early philosophical speculation on the nature of the soul, mind, and knowledge.
Statement II: The modern period of Western psychology is characterized by the application of the scientific method to these same questions.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

218. In the paradigm of Existential Phenomenology, the primary source of data is:
(A) The individual's first-person account of their lived experience.
(B) Objective measurement of behavior.
(C) Large-scale survey responses.
(D) Historical archives and texts.

219. The 'move to addressing social issues' in 1970s Indian psychology was a shift towards making the discipline more:
(A) Theoretical
(B) Individualistic
(C) Aligned with American psychology
(D) Relevant to national needs

220. What is the correct chronological order of the following developments in Indian psychology?
1. Indigenization
2. Paradigmatic concerns/identity crisis
3. Move to addressing social issues
4. Emergence of Indian psychology in academia

Choose the correct sequence:
(A) 3, 1, 2, 4
(B) 1, 3, 2, 4
(C) 2, 3, 1, 4
(D) 3, 2, 4, 1

221. The main difference between Structuralism and Functionalism is that Structuralism focused on _____, while Functionalism focused on _____.

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(A) function; structure
(B) behavior; consciousness
(C) structure; function
(D) adults; children

222. "Indic influences on modern psychology" are pronounced in which psychological movements?
(A) Early Behaviorism and Structuralism
(B) Logical Positivism and Experimental Psychology
(C) Classical Psychoanalysis
(D) Humanistic-Existential and Transpersonal Psychology

223. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): Different knowledge paradigms like Positivism and Social Constructionism are often in conflict.
Reason (R): They hold fundamentally different assumptions about ontology (reality), epistemology (knowledge), and methodology (how to study).
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

224. Which of the following is NOT a major system of Eastern psychological thought?
(A) Bhagavad Gita
(B) Confucianism
(C) Buddhism
(D) Sufism

225. A key aspect of the "Post-colonialism and psychology" critique is the questioning of the _____ of psychological theories developed in the West.
(A) usefulness
(B) universality
(C) complexity
(D) historical value

226. Match the paradigm in List I with its ontological assumption (view of reality) in List II.
List I: (Paradigm)
P. Positivism
Q. Post-Positivism
R. Social Constructionism
S. Existential Phenomenology
List II: (Ontological Assumption)
1. Reality is real but only imperfectly and probabilistically knowable.
2. Reality is what is perceived and experienced by the individual.
3. Reality is objective, singular, and knowable.
4. Reality is co-created through social and linguistic practices.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-4, Q-1, R-2, S-3

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227. The emergence of "Multiculturalism" in Western psychology represented a challenge to the discipline's tendency to be:
(A) Too philosophical
(B) Overly focused on social issues
(C) Ethnocentric
(D) Too qualitative

228. Which of the "four founding paths" established psychology as an experimental science of the mind, distinct from philosophy?
(A) Freud
(B) James
(C) Dilthey
(D) Wundt

229. Consider the following statements regarding the emergence of psychology in India.
1. The post-independence era was marked by the uncritical expansion of Western models.
2. The 1970s saw a turn towards making psychology socially relevant.
3. The 1980s was the decade of indigenization.
4. The 1990s was characterized by a disciplinary identity crisis.
5. The 2000s witnessed the academic emergence of Indian Psychology.
Which of the above statement(s) is/are correct?
(A) 1, 2, and 3 only
(B) 2, 4, and 5 only
(C) 1, 3, and 5 only
(D) All 1, 2, 3, 4, and 5 are correct.

230. The primary focus of the Bhagavad Gita's psychological teaching is on:
(A) The analysis of childhood experiences.
(B) The path of selfless action (Karma Yoga) and achieving equanimity.
(C) The classification of mental disorders.
(D) The study of perceptual illusions.

231. The concept of 'vidya' in Indian psychology refers to:
(A) Any form of information.
(B) Knowledge derived from empirical science only.
(C) The technical procedures utilized during formal psychological experiments.
(D) The transformative knowledge leading to self-realization and liberation

232. The following question consists of two statements.
Statement I: The Critical perspective in psychology seeks to uncover and challenge power imbalances and social inequalities.
Statement II: A researcher working from a Critical perspective would likely view research as a neutral, value-free activity.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

233. The 'Cognitive Revolution' in psychology is so-named because it was a shift in focus from _____ to _____.
(A) mind; behavior
(B) philosophy; science
(C) behavior; mind
(D) Europe; America

234. Integral Yoga as a psychological system is primarily concerned with:
(A) The integration and transformation of all parts of the human consciousness.
(B) A set of physical postures for health benefits.
(C) The social dynamics of group behavior.
(D) The treatment of severe psychopathology.

235. The term 'Geisteswissenschaften' (human sciences), championed by Dilthey, refers to a domain of knowledge that requires a methodology based on:
(A) Explanation and prediction
(B) Experimentation and control
(C) Observation and measurement
(D) Understanding and interpretation

236. A psychologist studies how stereotypes about gender are perpetuated through everyday conversations. This research aligns best with which paradigm?
(A) Positivist
(B) Social Constructionist
(C) Behaviorist
(D) Transpersonal

237. The 'lack of distinct disciplinary identity' for psychology in India is an issue that became particularly prominent during the:
(A) Pre-independence era
(B) 1970s
(C) 1990s
(D) 2000s

238. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the correct option.
Assertion (A): The Humanistic-Existential movement is often called the 'third force' in psychology.
Reason (R): It emerged as a reaction against the deterministic views of psychoanalysis and the mechanistic views of behaviorism.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

239. The 'primacy of self-knowledge' is a key feature that distinguishes Indian psychology from:
(A) Mainstream Western psychology's focus on behavior and mental processes for prediction and control.
(B) The cognitive revolution.
(C) The school of functionalism.
(D) All forms of Western psychology.

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240. Which sequence correctly represents the flow of ideas in the development of academic psychology in India?
(A) Indigenization → Social Relevance → Identity Crisis
(B) Social Relevance → Indigenization → Identity Crisis
(C) Identity Crisis → Social Relevance → Indigenization
(D) Indigenization → Identity Crisis → Social Relevance

241. What is the ontological position of Positivism?
(A) Reality is subjective.
(B) Reality is objective and 'out there' to be discovered.
(C) Reality is a social construct.
(D) Reality is unknowable.

242. The "four founding paths" of Wundt, Freud, James, and Dilthey highlight the _____ nature of early academic psychology.
(A) diverse and pluralistic
(B) unified and singular
(C) exclusively American
(D) purely philosophical

243. The psychological thought of Sufism is characterized by its emphasis on:
(A) The Eightfold Path
(B) The concept of Karma Yoga
(C) The path of love ('Ishq') and annihilation of the self ('fana') in God
(D) The integration of the supermind

244. "Paradigmatic controversies" arise in a discipline because different paradigms:
(A) Use the same methods to study different topics.
(B) Are funded by rival agencies.
(C) Are popular in different countries.
(D) Have fundamentally incompatible assumptions about the world and how to study it.

245. The following question consists of two statements.
Statement I: Indian psychology in the post-independence era was characterized by an expansion based on Western models.
Statement II: Critiques of Western-based models later led to calls for indigenization in India.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

246. Which paradigm would be most concerned with the 'verstehen' or interpretive understanding of human experience?
(A) Positivism
(B) Dilthey's approach to human sciences / Existential Phenomenology
(C) Behaviorism
(D) Structuralism

247. The "move to addressing social issues" in 1970s India was a critique of psychology for being too:
(A) Relevant
(B) Indigenous
(C) Political
(D) Elitist and disconnected from societal problems

248. The concepts of Ontology, Epistemology, and Methodology are best described as:
(A) Three independent choices a researcher makes.
(B) The interconnected philosophical foundations of any research paradigm.
(C) A sequence of steps in conducting an experiment.
(D) Different schools of psychological thought.

249. Which one of the following is NOT a school of Western psychology?
(A) Gestalt
(B) Behaviorism
(C) Yogic Psychology
(D) Functionalism

250. The ultimate aim of the path laid out in Buddhism is to achieve 'Nirvana', which is the:
(A) Extinction of suffering and the cycle of rebirth.
(B) Attainment of worldly power.
(C) Union with the divine beloved.
(D) Perfect execution of one's social duties.

Direction : Please read the following source carefully.

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Psychological thought in major Eastern systems offers profound insights into the nature of the mind, consciousness, and human experience, often predating Western psychology by centuries. The Bhagavad Gita, for instance, presents a sophisticated psychological framework centered on the concepts of dharma (duty), karma (action and its consequences), and the nature of the self (Atman). It advocates for 'Nishkama Karma,' or action performed without attachment to its fruits, as a path to psychological equilibrium and liberation from mental turmoil. This involves a deep understanding of one's own motivations and the cultivation of emotional stability. Buddhism, similarly, provides a comprehensive psychological system initiated by its diagnosis of human suffering (Dukkha). The Four Noble Truths and the Eightfold Path offer a pragmatic methodology for the cessation of this suffering through ethical conduct, mental discipline, and wisdom. Central to Buddhist psychology is the concept of 'Anatta' or no-self, which challenges the notion of a permanent, unchanging ego, and 'Vipassanā' or insight meditation, a technique for observing mental processes non-judgmentally to achieve clarity and peace. These systems are not merely philosophical but offer practical techniques for psychological transformation and well-being.
Based on the above source, attempt the following five questions.

251. Which concept from the Bhagavad Gita is described as a path to psychological equilibrium through action without attachment to outcomes?
(A) Dharma
(B) Nishkama Karma
(C) Karma
(D) Atman

252. According to the passage, what is the fundamental diagnosis of the human condition that initiates the psychological system of Buddhism?
(A) The experience of Dukkha (suffering)
(B) The problem of karma
(C) The illusion of the material world
(D) The absence of a divine figure

253. The Buddhist concept of 'Anatta' is presented as a challenge to which psychological notion?
(A) The idea of non-judgmental observation
(B) The principle of cause and effect in action
(C) The existence of a permanent, unchanging ego
(D) The importance of ethical conduct for mental discipline

254. Based on the source, what is a shared characteristic of the psychological systems of the Bhagavad Gita and Buddhism?
(A) They both reject the concept of a self or soul.
(B) They are primarily philosophical and lack practical application.
(C) They both originated as a reaction against Western psychological thought.
(D) They offer pragmatic methodologies for psychological transformation.

255. The passage implies that the Eastern systems discussed are distinguished by their focus on:
(A) classifying mental disorders.
(B) developing psychometric tests.
(C) achieving liberation and well-being through internal transformation.
(D) studying stimulus-response mechanisms in controlled settings.

Direction : Please read the following source carefully.

Beyond the well-known Indic traditions, Sufism and Integral Yoga also contribute unique and complex psychological perspectives. Sufism, the mystical dimension of Islam, conceptualizes the human journey as a process of purifying the self, or 'nafs,' to draw closer to the divine. This psychological journey is often structured through a series of states ('hal') and stations ('maqam'). 'Hal' refers to transient emotional or spiritual states gifted by grace, such as joy or awe, while 'maqam' denotes more permanent stages of spiritual development achieved through conscious effort and discipline, like patience or trust. The guidance of a spiritual master is deemed crucial in navigating this inner terrain. In contrast, Sri Aurobindo's Integral Yoga offers a modern, synthetic framework aiming for the evolution of human consciousness. It posits a holistic system that does not reject matter for spirit but seeks their integration. A key concept is the 'psychic being,' the true individual self that develops behind the surface personality. The ultimate goal

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is a triple transformation—psychic, spiritual, and supramental—which involves bringing the higher consciousness of the 'Supermind' down to transform the mind, life, and even the physical body, leading to a divinized life on earth.

Based on the above source, attempt the following five questions.

256. In the context of Sufism, what is the primary distinction between 'hal' and 'maqam'?
(A) 'Hal' is a permanent stage achieved through effort, whereas 'maqam' is a transient state of grace.
(B) 'Hal' is a transient spiritual state, whereas 'maqam' is a more permanent stage achieved through discipline.
(C) 'Hal' refers to the physical journey, while 'maqam' refers to the spiritual journey.
(D) 'Hal' relates to cognitive understanding, while 'maqam' relates to emotional experience.

257. According to the passage, the central psychological process in Sufism is the purification of the:
(A) Supermind
(B) psychic being
(C) karma
(D) nafs

258. What is the ultimate aim of the triple transformation in Sri Aurobindo's Integral Yoga?
(A) To bring the higher consciousness of the Supermind down to transform all aspects of life.
(B) To reject the physical body and ascend to a purely spiritual realm.
(C) To achieve transient states of joy and awe through divine grace.
(D) To purify the 'nafs' under the guidance of a spiritual master.

259. The concept of the 'psychic being' in Integral Yoga refers to the:
(A) surface personality engaged in daily life.
(B) transient emotional states one experiences.
(C) true individual self that develops behind the ego.
(D) higher consciousness of the Supermind itself.

260. A key difference highlighted between Sufism and Integral Yoga in the passage is that:
(A) Integral Yoga seeks to integrate matter and spirit, implying a contrast with a more ascendant Sufi path.
(B) Sufism emphasizes the role of a master, while Integral Yoga does not mention it.
(C) Sufism is focused on evolution, while Integral Yoga is focused on purification.
(D) Integral Yoga uses the concepts of 'hal' and 'maqam' to describe transformation.

Direction : Please read the following source carefully.

The history of academic psychology in India is a narrative of evolution and adaptation, deeply intertwined with the country's socio-political changes. In the pre-independence era, the discipline was established largely in the image of its British colonial counterpart, with a strong emphasis on the experimental methods that characterized early European psychology. The first psychology departments emulated Western curricula and research priorities. Following independence, this alignment continued, shifting its orientation towards American psychological models as they gained global prominence. A significant turning point occurred in the 1970s. A growing consciousness emerged among Indian psychologists that the borrowed Western frameworks were inadequate for addressing the unique and pressing social issues of India, such as poverty, inequality, and the challenges of national development. This led to a deliberate move to make psychology more socially relevant, with research increasingly focusing on community problems and social change. This trend was further consolidated in the 1980s with the rise of the indigenization movement. This movement represented a more foundational and conscious effort to develop psychological theories, concepts, and methods that were rooted in the indigenous philosophical and cultural traditions of India, marking a clear break from uncritical adoption of Western paradigms.

Based on the above source, attempt the following five questions.

261. What characterized the state of academic psychology in India during the pre-independence era?

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(A) A focus on developing indigenous psychological systems.
(B) A strong emphasis on socially relevant research.
(C) A complete rejection of all Western influence.
(D) Emulation of British colonial experimental models.

262. The shift that occurred in Indian psychology during the 1970s was primarily driven by:
(A) the availability of new funding for experimental labs.
(B) the realization that Western models were ill-suited for Indian social issues.
(C) a paradigm shift towards psychoanalytic thought.
(D) a government mandate to align with American universities.

263. The indigenization movement of the 1980s can be best described as:
(A) a continuation of the adoption of American psychological models.
(B) a move back towards British experimental psychology.
(C) a conscious effort to develop psychology rooted in Indian traditions.
(D) a focus on addressing social issues using Western frameworks.

264. According to the passage, the post-independence era prior to the 1970s was marked by an alignment with:
(A) Soviet psychological theories.
(B) Indigenous spiritual traditions.
(C) The principles of Gestalt psychology.
(D) American psychological models.

265. The passage suggests a historical progression in Indian psychology from:
(A) colonial imitation to social relevance to indigenization.
(B) social relevance to colonial imitation to indigenization.
(C) indigenization to social relevance to colonial imitation.
(D) social relevance to indigenization to colonial imitation.

Direction : Please read the following source carefully.

The trajectory of academic psychology in India since the late 20th century has been marked by critical self-reflection and a struggle for identity. The 1990s were a period of intense paradigmatic concerns, leading to what many termed a 'disciplinary identity crisis.' Scholars began to question the fundamental assumptions of the discipline and its relevance in the Indian context, debating whether psychology in India should continue to be a derivative of Western psychology or forge a distinct path. This intellectual ferment paved the way for the developments in the 2000s, which saw the 'emergence of Indian psychology in academia.' This new phase was characterized by a more concerted effort to create a body of psychological knowledge derived directly from classical Indian thought and traditions, moving beyond simply adapting Western tools. Central to this entire discourse are several persistent issues. The 'colonial encounter' is a key theme, as its legacy is seen in the continued dominance of Western epistemologies and the marginalization of indigenous knowledge systems. The perspective of 'postcolonialism and psychology' provides a critical lens to deconstruct this dominance. Consequently, a 'lack of distinct disciplinary identity' remains a pressing concern, as the field grapples with its relationship to both its Western inheritance and its indigenous roots.

Based on the above source, attempt the following five questions.

266. What was the defining characteristic of the 1990s for psychology in India, according to the passage?
(A) The widespread adoption of American cognitive psychology.
(B) A period of paradigmatic concerns and a disciplinary identity crisis.
(C) A consensus on a unified indigenous psychological model.
(D) The complete abandonment of Western psychological theories.

267. The 'emergence of Indian psychology in academia' during the 2000s is distinguished by:
(A) adapting Western psychological tests for the Indian population.
(B) deriving psychological knowledge directly from Indian thought and traditions.

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(C) focusing exclusively on the history of psychology in the West.
(D) rejecting all forms of empirical research in favor of pure philosophy.

268. The passage identifies the 'colonial encounter' as a significant issue because it resulted in:
(A) the dominance of Western epistemologies and marginalization of indigenous knowledge.
(B) the rapid development of a unique Indian psychology.
(C) the complete integration of Eastern and Western psychologies.
(D) a lack of interest in psychology among the Indian population.

269. The use of a 'postcolonialism and psychology' perspective primarily serves to:
(A) promote the universal application of Western psychological models.
(B) argue for the superiority of indigenous knowledge systems.
(C) deconstruct the historical dominance of Western psychology.
(D) study the psychological effects of colonialism on individuals exclusively.

270. What persistent issue is described as a consequence of the tension between Western inheritance and indigenous roots?
(A) A lack of qualified psychology professors in India.
(B) The high cost of psychological education.
(C) An over-emphasis on psychoanalytic theory.
(D) A lack of a distinct disciplinary identity.

Direction : Please read the following source carefully.

The Western tradition of psychology, while formally established much later, has deep roots in a long history of philosophical inquiry. The Greek heritage provides the foundational vocabulary and questions for the discipline. Thinkers like Plato theorized about the tripartite nature of the soul (psyche) and the supremacy of reason, while his student Aristotle conducted more empirical inquiries into topics such as memory, sensation, dreams, and the intricate relationship between the mind and the body, laying the groundwork for a naturalistic approach. During the medieval period, the study of the mind was largely subsumed under theology and scholastic philosophy. The soul was a central concern, but its exploration was guided by religious doctrine rather than independent scientific inquiry. The modern period, heralded by the Renaissance and the scientific revolution, marked a critical shift. The emphasis moved towards reason and empirical observation. Philosophers like René Descartes famously posited a mind-body dualism, separating the non-physical mind from the mechanical body, which created a space for the scientific study of the latter and the philosophical study of the former. Subsequently, John Locke's empiricist notion of the mind as a 'tabula rasa' or blank slate, shaped by experience, directly set the stage for later psychological theories focused on learning and environment.

Based on the above source, attempt the following five questions.

271. Which aspect of Aristotle's work is highlighted as a precursor to a naturalistic approach in psychology?
(A) His theory of the tripartite nature of the soul.
(B) His focus on religious doctrine to explain the mind.
(C) His inquiries into memory, sensation, and the mind-body relationship.
(D) His concept of the mind as a 'tabula rasa'.

272. How did the medieval period's approach to the study of the mind differ from the Greek and modern periods?
(A) It was the first to use empirical methods.
(B) Its exploration was primarily guided by religious doctrine.
(C) It completely ignored the concept of the soul.
(D) It established psychology as an independent scientific discipline.

273. René Descartes' mind-body dualism was significant for the development of psychology because it:
(A) proved that the mind and body are a single entity.
(B) focused exclusively on the mind's theological importance.
(C) was the basis for the 'tabula rasa' concept.

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(D) separated the mind for philosophical study and the body for scientific study.

274. The concept of 'tabula rasa', attributed to John Locke, suggests that the mind is:
(A) primarily shaped by experience and environment.
(B) innately filled with knowledge and ideas.
(C) a non-physical entity separate from the body.
(D) composed of three distinct parts, including reason.

275. The passage traces the Western roots of psychology from:
(A) theological inquiry to philosophical speculation to scientific establishment.
(B) scientific establishment to philosophical speculation to theological inquiry.
(C) philosophical speculation to theological subordination to a renewed empirical focus.
(D) theological subordination to scientific establishment to philosophical speculation.

Direction : Please read the following source carefully.

The formal emergence of Western psychology as a science in the late 19th and early 20th centuries was characterized by the rapid development of competing schools of thought, each offering a distinct paradigm for studying the mind and behavior. Structuralism, pioneered by Wilhelm Wundt and promoted in the U.S. by E.B. Titchener, is considered the first school. Its primary goal was to analyze consciousness into its basic elements—sensations, feelings, and images—much like a chemist analyzes a chemical compound. The main methodological tool was controlled introspection. In direct response to the perceived limitations of this approach, Functionalism arose, championed by figures like William James and John Dewey. Functionalists were less concerned with the structure of consciousness and more interested in its purpose or function. They sought to understand how mental processes helped humans and animals adapt to their environment, broadening the scope of psychology to include topics like child development and education. Concurrently, Sigmund Freud's Psychoanalytical theory offered a revolutionary and controversial perspective, emphasizing the profound influence of the unconscious mind, unresolved childhood conflicts, and repressed desires on behavior and personality. A fourth major force, Gestalt psychology, emerged in Germany, challenging the elementism of Structuralism. Led by Wertheimer, Köhler, and Koffka, it argued that experience can only be understood as an organized whole ('Gestalt'), famously captured by the maxim that "the whole is different from the sum of its parts."
Based on the above source, attempt the following five questions.

276. The primary goal of Structuralism was to:
(A) analyze consciousness into its basic constituent elements.
(B) understand the function of consciousness in adaptation.
(C) explore the influence of the unconscious mind on behavior.
(D) study experience as an organized whole.

277. Functionalism emerged as a reaction against Structuralism's:
(A) focus on the purpose of mental processes.
(B) use of animals in research.
(C) emphasis on the unconscious mind.
(D) narrow focus on the structure of consciousness rather than its function.

278. Which school of thought introduced the idea that the "whole is different from the sum of its parts"?
(A) Psychoanalytical theory
(B) Gestalt psychology
(C) Structuralism
(D) Functionalism

279. According to the passage, Psychoanalytical theory, as developed by Freud, placed a strong emphasis on:
(A) the adaptive function of observable behaviors.
(B) the analysis of consciousness into basic sensations.
(C) the role of the unconscious mind and early childhood experiences.
(D) the organized, holistic nature of perception.

280. A key methodological tool used by Structuralists to study the basic elements of consciousness was:

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(A) dream analysis.
(B) behavioral observation.
(C) problem-solving puzzles.
(D) controlled introspection.

Direction : Please read the following source carefully.

The 20th century witnessed several profound shifts in the landscape of Western psychology. Behaviorism, led by figures like John B. Watson and B.F. Skinner, dominated the first half of the century, particularly in America. It was a radical departure that proposed psychology should be the science of observable behavior only, explicitly rejecting the study of consciousness or mental states as unscientific. The focus was on learning through conditioning and the relationship between stimuli and responses. In reaction to the perceived dehumanizing nature of both Behaviorism and Psychoanalysis, the Humanistic-Existential perspective emerged as the "third force" in psychology. Promoted by Abraham Maslow and Carl Rogers, it emphasized human potential, free will, self-actualization, and the importance of subjective experience. Extending from this, Transpersonal psychology further broadened the scope to include spiritual, transcendent, and mystical dimensions of human experience, which were often neglected by mainstream psychology. By the mid-century, another major shift, the Cognitive Revolution, took place. Dissatisfied with the behaviorist neglect of the mind, psychologists began to scientifically investigate internal mental processes such as memory, thinking, language, and problem-solving, often using the computer as a metaphor for how the mind processes information. This revolution effectively brought the "mind" back into scientific psychology, leading to the rise of multiculturalism as an important consideration in understanding cognition and behavior in diverse populations.

Based on the above source, attempt the following five questions.

281. Behaviorism's core principle, as described in the passage, was that psychology should:
(A) study only observable behavior and reject the study of the mind.
(B) focus on self-actualization and free will.
(C) investigate spiritual and transcendent experiences.
(D) use the computer as a metaphor for mental processes.

282. The Humanistic-Existential perspective is referred to as the "third force" because it emerged as a reaction against which two dominant schools?
(A) Behaviorism and Cognitive Psychology
(B) Behaviorism and Psychoanalysis
(C) Structuralism and Functionalism
(D) Gestalt Psychology and Transpersonal Psychology

283. What was the primary contribution of the Cognitive Revolution to psychology?
(A) It emphasized the study of stimulus-response relationships.
(B) It brought the scientific study of internal mental processes back into focus.
(C) It introduced the importance of spiritual experiences.
(D) It established Behaviorism as the only scientific approach.

284. Transpersonal psychology is characterized by its inclusion of:
(A) spiritual, transcendent, and mystical experiences.
(B) observable behaviors as the sole subject of study.
(C) the analysis of consciousness into its basic elements.
(D) the principles of classical and operant conditioning.

285. The passage suggests that the rise of multiculturalism is associated with which major development in psychology?
(A) The rise of classical Behaviorism.
(B) The dominance of Psychoanalysis.
(C) The period following the Cognitive Revolution.
(D) The establishment of Structuralism.

Direction : Please read the following source carefully.

The foundation of academic psychology can be traced through four distinct, albeit sometimes overlapping, paths pioneered by influential thinkers. The path laid by Wilhelm Wundt established psychology as a natural science

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through its focus on experimental methods to dissect mental contents. Conversely, Sigmund Freud forged a path through clinical practice, developing psychoanalysis as an interpretative science focused on the unconscious and its dynamics. A third founder, William James, championed Functionalism, which approached psychology from a pragmatic and philosophical standpoint, concerned with the purpose and utility of consciousness in real-life adaptation. The fourth path, articulated by Wilhelm Dilthey, offered a crucial philosophical argument for the discipline's identity. Dilthey distinguished between the natural sciences (Naturwissenschaften), which seek to explain, and the human sciences (Geisteswissenschaften), which seek to understand. He placed psychology firmly within the human sciences, advocating for methods that could grasp the richness of lived experience. Despite these diverse foundations, 20th-century psychology faced a significant crisis, largely attributed to a strict and sometimes dogmatic adherence to the experimental-analytical paradigm, also known as logical empiricism. This narrow focus was criticized for being unable to capture the full spectrum of human experience, a critique that resonates with Dilthey's earlier arguments. The growing recognition of this limitation has also opened doors to acknowledging Indic influences on modern psychology.

Based on the above source, attempt the following five questions.

286. Which of the four founding figures is associated with establishing psychology as an experimental natural science?
(A) Sigmund Freud
(B) William James
(C) Wilhelm Dilthey
(D) Wilhelm Wundt

287. Wilhelm Dilthey's primary contribution was to argue that psychology should be considered a:
(A) natural science (Naturwissenschaften) focused on explanation.
(B) purely clinical practice separate from academia.
(C) human science (Geisteswissenschaften) focused on understanding.
(D) branch of philosophy based on pragmatism.

288. The path of William James is characterized by which approach to psychology?
(A) A clinical, interpretative science of the unconscious.
(B) A pragmatic and functionalist concern with adaptation.
(C) An experimental science dissecting mental contents.
(D) A strict adherence to the logical empiricism paradigm.

289. According to the passage, the "crisis in psychology" was caused by a strict adherence to:
(A) psychoanalytic doctrine.
(B) the functionalist perspective.
(C) Dilthey's distinction between sciences.
(D) the experimental-analytical paradigm.

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290. The passage implies a connection between the critique of logical empiricism and Dilthey's work by suggesting that:
(A) both highlight the need for methods that go beyond simple explanation to achieve understanding.
(B) Dilthey was a strong proponent of logical empiricism.
(C) logical empiricism successfully integrated the methods of the human sciences.
(D) James's functionalism was the primary cause of the crisis in psychology.

Direction : Please read the following source carefully.

Every knowledge system is built upon a set of fundamental assumptions that constitute its paradigm. These essential aspects include ontology (the theory of being; what is considered real?), epistemology (the theory of knowledge; how can we know what is real?), and methodology (the specific techniques used to acquire knowledge). In Western psychology, several major paradigms have shaped research and theory. Positivism, the traditional scientific paradigm, holds an ontology of objective reality, asserting that the world exists independently of our perception and can be known through empirical observation. Its epistemology is objectivist, seeking value-free knowledge, and its methodology is primarily quantitative and experimental, aiming to uncover universal laws. Recognizing the limitations of this strict stance, Post-Positivism emerged. It maintains a belief in

an objective reality but adopts a critical realist ontology, acknowledging that this reality can only be known imperfectly and probabilistically. Its epistemology accepts that observation is fallible and theory-laden, thus embracing both quantitative and qualitative methods. A more radical departure is the Critical perspective, which possesses an ontology of historical realism. It assumes that reality is shaped by social, political, and economic power structures. Its epistemology is transactional and subjectivist, aiming for knowledge that is not value-free but rather emancipatory, seeking to uncover and challenge oppression.

Based on the above source, attempt the following five questions.

291. Which essential aspect of a knowledge paradigm deals with the question "How can we know what is real?"
(A) Ontology
(B) Methodology
(C) Epistemology
(D) Positivism

292. What is the ontological position of Positivism?
(A) An objective reality exists independently of our perception.
(B) Reality is a social construction.
(C) Reality is shaped by historical power structures.
(D) Reality can only be known imperfectly and probabilistically.

293. How does Post-Positivism differ from Positivism in its ontological view?
(A) Post-Positivism completely rejects the idea of an objective reality.
(B) Post-Positivism believes reality is shaped by social values, whereas Positivism does not.
(C) Post-Positivism asserts that reality is purely a subjective experience.
(D) Post-Positivism accepts that objective reality can only be known imperfectly and probabilistically.

294. The primary goal of knowledge acquisition from a Critical perspective is:
(A) to uncover universal, value-free laws of behavior.
(B) to create knowledge that is emancipatory and challenges oppression.
(C) to achieve an imperfect but objective understanding of reality.
(D) to describe reality using purely quantitative and experimental methods.

295. An ontology of "historical realism" is characteristic of which paradigm?
(A) Positivism
(B) Post-Positivism
(C) The Critical perspective
(D) Existential Phenomenology

Direction : Please read the following source carefully.

Moving beyond traditional empirical paradigms, Western psychology also incorporates perspectives that prioritize subjective meaning and social processes. Social Constructionism posits that what we consider reality and knowledge is not an objective truth but is created through social interactions and language. Its ontology is relativist, suggesting multiple realities exist as constructed by different social groups. The epistemology is social, emphasizing that knowledge is a communal product. In contrast, Existential Phenomenology focuses on the individual's subjective, lived experience, or the "lifeworld." Its primary aim is to understand the essence of conscious experience from a first-person perspective. A paradigm that embodies a different approach to research itself is Co-operative Enquiry, a methodology where researchers and participants collaborate as co-inquirers to explore a shared question, blending knowing with acting. These alternative Western paradigms find resonance with significant Indian paradigms on psychological knowledge found in Yoga, Bhagavad Gita, Buddhism, and Sufism. A central theme in these Indian systems is the distinction between avidya (ignorance, or worldly, transactional knowledge) and vidya (true knowledge or spiritual wisdom). This distinction underscores the primacy of self-knowledge in Indian psychology, where the ultimate goal is not merely to understand the world objectively but to transform oneself through a profound, direct understanding of the self.

Based on the above source, attempt the following five questions.

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296. Which paradigm is characterized by a relativist ontology, suggesting that multiple realities are created through social interaction?
(A) Existential Phenomenology
(B) Co-operative Enquiry
(C) Positivism
(D) Social Constructionism

297. The primary focus of Existential Phenomenology is on:
(A) understanding an individual's subjective, lived experience.
(B) the social production of knowledge.
(C) collaborative research between participants and researchers.
(D) uncovering objective, universal laws of behavior.

298. In the context of Indian paradigms, what does vidya represent?
(A) Worldly, transactional knowledge
(B) True knowledge or spiritual wisdom
(C) Ignorance of the true self
(D) The methodology of co-operative enquiry

299. Co-operative Enquiry is distinct as a paradigm because it is described primarily as:
(A) a theory of subjective experience.
(B) a methodology of collaborative research.
(C) a focus on spiritual wisdom.
(D) a theory of social interaction and language.

300. According to the passage, what is the ultimate goal underscored by the primacy of self-knowledge in Indian psychology?
(A) To transform the self through a profound, direct understanding.
(B) To construct multiple social realities.
(C) To categorize different types of lived experiences.
(D) To collaborate with others in exploring shared questions.

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ANSWERS

1. (B) Bhagavad Gita
The Bhagavad Gita represents a profound dialogue between Krishna and Arjuna set against the backdrop of a battlefield. It provides significant psychological insights into human conflict, focusing on the concepts of dharma or duty, selfless action, and mental detachment. This system emphasizes achieving emotional stability and clarity through the performance of one's prescribed duties without being swayed by personal attachments or the results of those actions.

2. (A) The path to liberation through the cessation of suffering
Buddhism places the nature of human suffering at the core of its psychological thought. It identifies the root causes of psychological distress as desire and attachment. The system outlines a systematic path directed toward the cessation of this suffering, ultimately leading to liberation or enlightenment. This approach involves a deep analysis of consciousness and the practice of mindfulness to gain insight into the transient nature of reality.

3. (C) A spiritual method synthesizing diverse yogic paths for realization
Integral Yoga is a psychological and spiritual system developed by Sri Aurobindo that aims at the transformation of the entire human being. It synthesizes various traditional yogic practices, such as knowledge, devotion, and action, to achieve a comprehensive realization. The primary focus is the integration of different parts of the consciousness and the evolution of the mind toward a higher state of existence and spiritual unity.

4. (D) The experiential path of love and devotion towards the divine
Sufism represents the mystical and esoteric dimension of Islamic thought, focusing heavily on the internal psychological transformation of the individual. Its primary focus is the experiential path of intense love and devotion directed toward the divine reality. Through spiritual practices and the guidance of a master, practitioners seek to purify the heart, overcome the ego, and ultimately experience a profound sense of unity with the divine presence.

5. (A) Both Statement I and Statement II are true.
During the pre-independence era, academic psychology in India was heavily influenced by Western intellectual traditions, largely functioning as a derivative of those models. Institutional development began with the establishment of the first formal psychology department at Calcutta University in the early twentieth century. These early years focused on replicating European and American curricula and research methods, setting the foundation for the discipline's subsequent expansion across the subcontinent.

6. (B) 1970s
In the 1970s, academic psychology in India underwent a significant shift toward addressing pressing social issues and national development concerns. This period was marked by a growing desire among Indian psychologists to move beyond laboratory-based research and apply psychological principles to real-world problems such as poverty and social change. This transition represented an important step in making the discipline more relevant to the specific needs of Indian society.

7. (D) Taoism
Traditional Eastern systems contributing to psychological thought often include the Bhagavad Gita, Buddhism, and Sufism. These frameworks offer unique perspectives on the nature of the mind, self-knowledge, and the path to psychological well-being. While Taoism is a major Eastern philosophical tradition, it is often categorized separately from the specific systems traditionally highlighted in the context of foundational Indian and mystical psychological thought within this particular academic curriculum.

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8. (A) Both A and R are true and R is the correct explanation of A.
During the 1980s, Indian psychology experienced a strong movement toward indigenization. This shift was fueled by the recognition that many Western psychological models failed to accurately capture the complexities of the Indian socio-cultural context. Researchers realized that theories developed in different cultural settings were often unsuitable for local application. Consequently, there was a concerted effort to develop indigenous frameworks that were culturally relevant and meaningful.

9. (C) The emergence of Indian psychology as a formal academic discipline
The 2000s marked a significant milestone for Indian psychology with its formal emergence as a distinct academic discipline. This period saw a renewed interest in exploring traditional Indian philosophical and psychological concepts within modern university settings. Scholars began to systematically integrate indigenous knowledge with contemporary research, establishing a unique identity for the field. This development aimed to provide a more holistic and culturally grounded understanding of human experience.

10. (A) P-4, Q-1, R-2, S-3
The evolution of academic psychology in India is marked by distinct themes in different decades. The 1970s focused on addressing social issues, while the 1980s emphasized the need for indigenization. The 1990s were characterized by paradigmatic concerns and an identity crisis within the discipline. Finally, the 2000s saw the formal emergence of Indian psychology in academia, reflecting a shift toward integrating traditional insights with modern research.

11. (D) Psychology in India
The development of psychology in India was profoundly impacted by the colonial encounter, which shaped the discipline's initial trajectory and institutional structures. This historical context led to the dominance of Western psychological theories and methods within Indian universities. Addressing the effects of this encounter is critical for understanding the discipline's struggle for a unique identity and the subsequent movements toward indigenization and post-colonial critiques.

12. (B) The overwhelming influence of Western paradigms and the colonial past
Psychology in India has faced a lack of distinct disciplinary identity primarily because of its historical origins under colonial rule. The uncritical adoption of Western paradigms meant that the discipline was often viewed as a replica of foreign models rather than something rooted in local realities. This reliance on imported theories hindered the development of a unique Indian perspective, leading to ongoing debates about the discipline's relevance.

13. (A) 1, 2, and 3
The development of academic psychology in India involved several key stages. Post-independence, there was a rapid expansion of university departments. The 1970s then brought a shift toward applying psychological knowledge to national development and social problems. Following this, the 1980s saw a strong call for indigenization to ensure cultural relevance. However, the 1990s remained a period of significant disciplinary crisis rather than achieving a complete resolution of existing issues.

14. (D) The psychological impacts of colonial rule and the creation of post-colonial identities
Post-colonialism in psychology involves a critical examination of how colonial rule influenced the mental lives and identities of both the colonizers and the colonized. This field of study seeks to understand the long-lasting psychological trauma and the shifts in self-perception that occurred during and after the colonial era. It emphasizes decolonizing the mind and exploring how modern identities are shaped by historical power dynamics and cultural hybridity.

15. (A) Paradigmatic concerns and a disciplinary identity crisis
During the 1990s, Indian psychology entered a period of intense self-reflection, characterized by significant paradigmatic concerns and a disciplinary identity crisis. Researchers and practitioners began to question the relevance and effectiveness of the existing frameworks, which were still heavily influenced by Western models. This era was marked by debates over the discipline's fundamental assumptions and a

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growing sense of uncertainty regarding its future direction and social contribution.

16. (B) Western psychology
The intellectual foundations of Western psychology are deeply rooted in the Greek heritage. Early philosophical inquiries into the nature of the mind, soul, and knowledge by thinkers such as Plato and Aristotle provided the basic questions and concepts that would later define the field. This tradition emphasized rational inquiry and logical analysis, establishing a framework that significantly influenced the development of psychological thought throughout the modern era in Europe and beyond.

17. (B) Vedanta
Western psychology comprises several major schools of thought, including structuralism, behaviorism, and Gestalt psychology. These traditions developed primarily in Europe and North America, focusing on empirical observation and experimental methods. In contrast, Vedanta is a fundamental system of Indian philosophy that explores the nature of the self and ultimate reality. While it contains deep psychological insights, it belongs to the Eastern tradition and is distinct from Western academic schools.

18. (A) 1, 2, 4, 3
The emergence of Western psychological schools followed a specific chronological progression. Structuralism, focused on the basic elements of consciousness, was one of the earliest formal systems. Psychoanalysis followed, introducing the concept of the unconscious mind. Later, behaviorism rose to prominence by emphasizing observable actions over internal states. Finally, the cognitive revolution shifted the focus back to mental processes like memory and thought, representing a more contemporary development in the field's history.

19. (C) Freud
Sigmund Freud is the central figure associated with the development of the psychoanalytical school. His work revolutionized psychology by emphasizing the role of the unconscious mind, childhood experiences, and internal conflicts in shaping human behavior. Unlike other early academic psychologists who focused on laboratory experiments or consciousness, Freud's approach was primarily clinical, derived from his observations of patients and the exploration of hidden desires and defense mechanisms.

20. (D) Structuralism
Wilhelm Wundt is widely recognized as a founder of academic psychology because he established the first experimental laboratory in Leipzig. His approach, later known as structuralism, aimed to identify the basic components of conscious experience using a method called introspection. By breaking down mental processes into their most fundamental elements, such as sensations and feelings, Wundt sought to study the mind with the same precision as the natural sciences.

21. (C) Statement I is true, but Statement II is false.
William James is correctly associated with the school of functionalism, which focused on the adaptive purpose of mental processes and behavior. This perspective was influenced by Darwinian evolutionary theory and sought to understand how the mind functions to help individuals adapt to their environment. In contrast, it was structuralism, not functionalism, that focused on breaking down mental processes into basic components, making the second statement in the provided pair incorrect.

22. (B) Experimental analytical paradigm (logical empiricism)
The crisis in Western psychology during the late twentieth century is often attributed to the field's strict adherence to the experimental analytical paradigm, also known as logical empiricism. Critics argued that this approach was too reductive and mechanistic, focusing excessively on observable data while ignoring the richness of subjective human experience. This led to a questioning of whether a purely scientific, quantitative model could adequately capture the complexities of the human mind.

23. (D) Dilthey
Wilhelm Dilthey was a foundational figure who argued for a clear distinction between the natural sciences and the human sciences. He believed that the methods used to study physical objects were inappropriate for understanding the human experience. Instead, he advocated for a descriptive and interpretive approach,

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known as hermeneutics, which focuses on the meaning and context of lived experience. His work significantly influenced the development of qualitative and phenomenological traditions in psychology.

24. (D) All 1, 2, 3, 4, and 5 are correct.
Western psychology has evolved through several distinct schools. Behaviorism initially rejected internal states, while humanistic-existential models emphasized free will. The cognitive revolution later returned the focus to mental processes. Transpersonal psychology expanded the field to include spiritual dimensions, and Gestalt psychology highlighted the importance of perceiving wholes rather than just parts. Each of these movements contributed unique perspectives, and all the listed statements accurately reflect their core tenets and historical roles.

25. (C) Recognizing and incorporating cultural diversity in psychological theory and practice
Multiculturalism in Western psychology reflects a shift away from a universalized view of human behavior toward a greater recognition of cultural diversity. This movement acknowledges that psychological theories and practices must account for the different backgrounds, values, and experiences of various groups. It seeks to incorporate diverse cultural perspectives into the mainstream discipline, ensuring that research and clinical applications are inclusive, equitable, and effective for people from all walks of life.

26. (A) Both A and R are true and R is the correct explanation of A.
The cognitive revolution represented a major shift in twentieth-century psychology by moving research away from purely observable behavior. Proponents argued that a complete understanding of the human mind required investigating internal mental processes such as memory, language, and problem-solving. This movement challenged the dominance of behaviorism by demonstrating that internal states could be studied scientifically. Consequently, cognitive psychology became a central pillar of the discipline, influencing research across many different subfields.

27. (D) Concepts from Indian traditions may have shaped or resonated with modern psychology
The idea of Indic influences suggests that ancient Indian traditions have significantly resonated with or helped shape certain aspects of modern psychological thought. For example, concepts from Yoga and Buddhism regarding mindfulness and the nature of the self have increasingly influenced Western clinical practices and theories of well-being. This reflects a growing recognition of the valuable insights that non-Western systems can provide for understanding consciousness and promoting psychological health in a contemporary context.

28. (B) Behaviorism - The unconscious mind
Schools of thought in psychology are defined by their central focuses. Structuralism examines elements of consciousness, functionalism looks at the purpose of mental processes, and Gestalt psychology focuses on perceptual organization. Behaviorism, however, is incorrectly paired with the unconscious mind; its actual focus is on observable behaviors and environmental learning. The unconscious mind is the hallmark of the psychoanalytic school, which was developed separately to explore internal drives and childhood experiences.

29. (A) P-3, Q-4, R-1, S-2
Key figures in psychology are associated with specific schools of thought. Sigmund Freud developed psychoanalysis to explore the unconscious mind, while William James is a primary representative of functionalism. Wilhelm Wundt is credited with founding structuralism through his work with basic mental elements. Carl Rogers is a central figure in humanistic psychology, emphasizing personal growth and self-actualization. These individuals and their respective traditions have played fundamental roles in shaping the diverse landscape of modern psychology.

30. (D) Theology and demonic possession
During the medieval period in the West, psychological phenomena were typically viewed through a theological lens. Mental health issues and unusual behaviors were often attributed to spiritual causes, such as demonic possession or divine punishment. This perspective meant that treatments were primarily religious in nature,

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involving rituals like exorcism or prayer. The study of the human mind was largely subsumed under the authority of the church and philosophical discourse focused on the soul.

31. (A) The nature of reality and being.
Ontology is a fundamental component of any knowledge paradigm, focusing on the nature of reality and what it means to exist. It addresses questions about whether reality is objective and singular or subjective and multiple. In psychology, one's ontological stance determines how they view the human being and the world they inhabit. This foundational set of assumptions influences the choice of theories and methods used to investigate and understand psychological phenomena.

32. (B) The study of the nature, scope, and limits of human knowledge.
Epistemology is the branch of philosophy concerned with the nature, scope, and limits of human knowledge. Within a research paradigm, it addresses the relationship between the knower and what can be known. Epistemological assumptions dictate how we determine what constitutes valid knowledge and the degree to which a researcher can remain objective. This study is crucial because it provides the justification for the methods and findings produced within any psychological inquiry.

33. (B) 1, 2, and 3
Knowledge paradigms are built on the interconnected aspects of ontology, epistemology, and methodology. Ontology asks what is real, while epistemology explores how we know what we know. Methodology refers to the specific procedures used to discover knowledge. These three elements are not independent; rather, they influence each other, as one's view of reality shapes their understanding of knowledge and the methods they choose to use. The ultimate framework provides a consistent approach to research.

34. (A) The specific procedures and techniques used to conduct research.
Methodology refers to the systematic procedures and techniques used by researchers to gather and analyze data. Within a knowledge paradigm, the choice of methodology is guided by one's ontological and epistemological assumptions. For instance, a researcher who believes in an objective reality may choose experimental methods, while one who views reality as subjective may prefer qualitative interviews. Methodology provides the practical framework for investigating psychological phenomena and ensuring the rigor of the research process.

35. (C) The methods of natural sciences, emphasizing empirical observation
Positivism is a dominant paradigm in Western psychology that aligns itself with the methods of the natural sciences. It emphasizes the importance of empirical observation, objective measurement, and the search for universal laws of behavior. Positivists believe that reality is objective and can be discovered through rigorous experimentation. This approach seeks to eliminate subjective bias, relying on quantifiable data to build a scientific understanding of the mind and behavior that is verifiable.

36. (D) Reality can only be imperfectly and probabilistically apprehended.
Post-positivism is a paradigm that evolved from positivism, maintaining a belief in an objective reality while acknowledging human limitations. It suggests that because of our inherent biases and the complexity of the world, we can only apprehend reality imperfectly and probabilistically. This stance encourages researchers to use multiple methods and seek constant verification, recognizing that no single observation is ever entirely certain. It represents a more nuanced approach to the scientific study of psychology.

37. (C) Critical perspective
The critical perspective is a psychological paradigm primarily concerned with examining power dynamics and social inequalities. It seeks to uncover how societal structures and ideologies contribute to oppression and marginalization. Researchers within this tradition often view knowledge as value-laden and believe that psychology should be used to promote social justice and emancipation. By critiquing dominant narratives, the critical perspective aims to empower individuals and groups to challenge systemic unfairness and achieve meaningful change.

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38. (B) Social Constructionism
Social constructionism is a paradigm based on the idea that reality is not an objective entity but is created through language and social interaction. It posits that our understanding of the world is shaped by cultural and historical contexts. Therefore, concepts like gender or mental illness are seen as socially agreed-upon meanings rather than fixed biological truths. This perspective focuses on how people co-construct their shared world through ongoing dialogue and collective social practices.

39. (D) The structures of conscious experience and an individual's lived world
Existential phenomenology is a psychological paradigm that focuses on the detailed study of conscious experience and the individual's lived world. It seeks to understand how people find meaning in their lives and navigate the fundamental conditions of human existence. Instead of searching for universal laws, this approach emphasizes the unique, subjective perspective of the person. Researchers explore the essential structures of experience, such as time, space, and relationships, to gain a deeper understanding.

40. (A) 1, 3, 2, 4
The history of Indian psychology followed a specific sequence of developmental themes. It began with a move to address social issues in the 1970s, followed by a strong push for indigenization in the 1980s. The 1990s were marked by paradigmatic concerns and a disciplinary identity crisis as researchers reflected on their progress. Finally, the 2000s saw the formal emergence of Indian psychology in academia, establishing it as a distinct and culturally rooted field of study.

41. (C) A cyclical process of action and reflection by co-researchers
Co-operative enquiry is a research paradigm characterized by a collaborative and cyclical process of action and reflection. In this approach, participants are not subjects being studied by an expert but are co-researchers who work together to investigate their own experiences and challenges. The process involves multiple stages of planning, acting, observing, and reflecting, ensuring that the knowledge generated is grounded in the actual lives of those involved and leads to practical improvements.

42. (A) Debates between different schools of thought with fundamentally different assumptions about reality, knowledge, and method.
Paradigmatic controversies in psychology involve deep-seated debates between different schools of thought that hold fundamentally incompatible views. These disagreements are not just about specific findings but about the very nature of reality, the ways knowledge is acquired, and the appropriate methods for research. Because each paradigm operates under its own set of assumptions, these controversies are often difficult to resolve and reflect the ongoing diversity and philosophical complexity within the psychological discipline.

43. (D) Zen
Major systems contributing to psychological thought in the Indian context include Yoga, Buddhism, and Sufism. These traditions offer unique frameworks for understanding the mind, self-knowledge, and the path to psychological well-being. While Zen is a significant and influential system of psychological and spiritual practice, it is traditionally associated with the Japanese and Chinese Buddhist traditions rather than being a primary indigenous paradigm within the specific historical development of Indian psychological thought discussed here.

44. (C) Statement I is true, but Statement II is false.
Yoga and the Bhagavad Gita are indeed significant examples of Indian paradigms that offer deep insights into psychological knowledge and the nature of the mind. However, the assertion that these paradigms are presented as being integrated with spiritual concepts is often treated carefully in academic contexts to distinguish psychological mechanics from theological dogma. While they are spiritual in origin, their psychological components are analyzed as systematic frameworks for understanding consciousness and behavior in their own right.

45. (C) Ignorance/nescience and true knowledge/ science
In Indian psychological thought, the concepts of avidya and vidya represent a fundamental duality. Avidya refers to a state of ignorance or

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nescience regarding the true nature of the self and reality, often leading to suffering. Vidya, in contrast, signifies true knowledge or a science of the self that leads to clarity and liberation. This distinction is central to many Indian systems, which aim to move the individual from the darkness of ignorance to transformative realization.

46. (D) The pursuit of self-knowledge
Indian psychology places an overwhelming primacy on the pursuit of self-knowledge. Unlike many Western approaches that focus on predicting and controlling external behavior, Indian traditions emphasize a deep, internal understanding of one's own nature. This pursuit is considered the ultimate goal of psychological inquiry, as it leads to the transformation of consciousness and liberation from suffering. True well-being is seen as arising from a clear and direct realization of the fundamental self.

47. (A) Both A and R are true and R is the correct explanation of A.
Indian paradigms like Yoga and Buddhism emphasize self-knowledge because the ultimate goal of these systems is liberation or enlightenment. Achieving this state requires a deep and transformative understanding of the nature of the self and its relationship to reality. By exploring the depths of consciousness and overcoming ignorance, individuals can achieve lasting peace. Therefore, the focus on self-knowledge is not merely academic but is a practical necessity for reaching the highest aims of these traditions.

48. (B) Psychology in India has always had a strong, distinct disciplinary identity from its inception.
The emergence of psychology in India was marked by significant challenges, including the impact of the colonial encounter and subsequent calls for indigenization. Far from having a strong identity from the start, the discipline struggled to establish itself as something distinct from both Western models and traditional philosophy. Post-colonial critiques have been essential in re-evaluating the field's trajectory. The ongoing quest for a culturally rooted identity has been a central theme throughout its academic history.

49. (A) P-3, Q-1, R-4, S-2
Western psychological paradigms are defined by their core ideas. Positivism relies on verifiable empirical data, while social constructionism views reality as linguistically constructed. The critical perspective aims to challenge social inequalities, and existential phenomenology focuses on the lived experience of individuals. These diverse frameworks provide different ways of understanding human behavior and the world, each with its own ontological and epistemological assumptions that guide research and the interpretation of psychological phenomena.

50. (A) Reductive, mechanistic, and ignoring subjective human experience
The critique regarding the strict adherence to the experimental analytical paradigm suggests that Western psychology became overly reductive. By focusing exclusively on observable and measurable data, the discipline often ignored the complexities of subjective human experience. This mechanistic view treated individuals as predictable systems, leading to a crisis where practitioners and researchers felt the field was losing its connection to the actual lived reality of people and the meaningful aspects of existence.

51. (A) 1, 2, 3, and 4
The founders of academic psychology represented diverse and often conflicting paths. Wundt established the first laboratory for experimental study, while Freud explored the unconscious through clinical observation. James took a pragmatic, functionalist approach, and Dilthey advocated for a separate methodology for the human sciences. These four figures did not agree on a single unified paradigm; instead, their varying perspectives laid the groundwork for the diverse schools of thought that characterize the discipline today.

52. (D) Humanistic-Existential
Transpersonal psychology is best understood as an extension of the humanistic-existential tradition. While humanistic psychology focuses on self-actualization and personal growth, transpersonal psychology expands this inquiry to include the spiritual and transcendent dimensions of human experience. It explores states of consciousness that go beyond the individual ego, incorporating insights from various spiritual traditions.

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This school seeks to provide a more holistic understanding of human potential, including mystical and peak experiences as valid areas of study.

53. (C) Medieval period
During the medieval period in the West, psychological inquiry was largely subsumed under the dominant theological and philosophical discourses of the time. Questions about the mind and behavior were framed within a religious context, focusing on the soul and its relationship to the divine. Scientific or independent psychological study was minimal, as the church provided the primary explanations for human nature and mental phenomena, often interpreting them in terms of morality, faith, or spiritual forces.

54. (B) Developing theories and methods based on Indian cultural traditions
Indigenization in 1980s Indian psychology refers to the process of developing theories, concepts, and research methods that are rooted in the specific cultural and social realities of India. This movement arose from a dissatisfaction with the uncritical application of Western psychological models, which often failed to capture the nuances of Indian life. The goal was to create a psychology that was culturally relevant and meaningful, drawing upon both traditional wisdom and contemporary local experiences.

55. (D) Doxology
A knowledge paradigm consists of three essential components: ontology, which deals with reality; epistemology, which deals with knowledge; and methodology, which deals with the procedures for finding out. These interconnected elements provide a consistent framework for research. Doxology, which refers to an expression of praise or a liturgical formula, is not a component of a scientific or psychological paradigm. Understanding the core elements helps researchers clarify their assumptions and choose appropriate strategies for inquiry.

56. (A) Krishna and Arjuna
The psychological insights of the Bhagavad Gita are famously presented as a dialogue between Krishna and the warrior Arjuna. Set on a battlefield, Arjuna is faced with a profound moral and emotional crisis. Krishna provides guidance on the nature of duty, action, and the self, helping Arjuna overcome his conflict and find clarity. This dialogue serves as a framework for exploring human struggle and the path to achieving mental equanimity and purposeful action.

57. (C) Positivism
A researcher who believes that reality exists independently of the mind and can be known through objective, rigorous measurement is aligned with positivism. This paradigm emphasizes empirical observation and the use of scientific methods to discover universal laws. It assumes that there is a single, objective truth that can be uncovered by a detached researcher. Positivism seeks to minimize subjective bias and relies on quantifiable data to provide a clear and verifiable understanding of psychological phenomena.

58. (A) A feeling of irrelevance and questioning of the discipline's core assumptions and direction.
The disciplinary identity crisis of the 1990s in Indian psychology was characterized by a widespread feeling of irrelevance and deep questioning of the field's direction. Researchers began to doubt whether the Western-oriented models they were using were truly meaningful in the Indian context. This period of self-reflection led to debates about the discipline's core assumptions and its ability to address local needs. The crisis underscored the need for a more culturally grounded and socially responsive psychology.

59. (D) Early philosophical inquiries into the nature of the mind, soul, and knowledge by thinkers like Plato and Aristotle.
The Greek heritage is foundational to Western psychology because it introduced early philosophical inquiries into the nature of the soul, mind, and knowledge. Thinkers like Plato and Aristotle explored topics such as perception, memory, and the relationship between the body and mind. Their work provided the basic concepts and questions that modern psychology would later attempt to answer using scientific methods. This tradition established a legacy of rational inquiry that continues to influence the discipline.

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60. (D) Neither 1 nor 2 is correct.
The descriptions provided for functionalism and structuralism are swapped. Structuralism, associated with Wundt, was concerned with identifying the basic structures or elements of the mind. Functionalism, associated with James, was concerned with the purpose or "why" of mental processes and how they help individuals adapt. Since both statements misrepresent the primary focus of these two foundational schools, neither of them is correct in the context of early psychological history and their respective theoretical goals.

61. (C) The quest for knowledge is value-laden, and absolute objectivity is a myth, though we can strive for it.
Post-positivism acknowledges that all observation is theory-laden and that the researcher's values and biases can influence the quest for knowledge. While it still holds that an objective reality exists, it argues that this reality can only be known imperfectly. Therefore, absolute objectivity is considered an unreachable ideal, though researchers must still strive for it through rigorous methods and constant peer review. This paradigm represents a more realistic and self-aware approach to the scientific study of psychology.

62. (D) To attain a deep, transformative understanding of one's own nature.
The primacy of self-knowledge in Indian psychology suggests that the ultimate aim of psychological inquiry is to achieve a deep and transformative understanding of one's own nature. This is not merely an intellectual exercise but a practical path toward liberation and well-being. By realizing the true self, individuals can overcome ignorance and suffering. This focus distinguishes Indian traditions from many Western models that prioritize the observation and control of external behavior over internal realization.

63. (A) Psychoanalysis and Behaviorism
The humanistic-existential school emerged as a "third force" in psychology, reacting against the perceived limitations of psychoanalysis and behaviorism. Proponents argued that psychoanalysis was too focused on unconscious drives and pathology, while behaviorism was too mechanistic, reducing humans to simple stimulus-response machines. Humanistic psychologists sought to provide a more positive view of human nature, emphasizing free will, personal growth, and the unique potential of each individual to find meaning and achieve self-actualization in their lives.

64. (A) P-3, Q-2, R-1, S-4
Different knowledge paradigms are associated with distinct core concepts. Existential phenomenology focuses on the lived experience, while positivism emphasizes empirical verification. The critical perspective is concerned with the deconstruction of power structures, and social constructionism views reality as a socially agreed-upon construct. Understanding these associations is crucial for identifying the underlying assumptions of various research approaches in psychology and how they influence the collection and interpretation of data in different cultural and social contexts.

65. (A) Both A and R are true and R is the correct explanation of A.
Indian psychology's lack of a distinct disciplinary identity is often attributed to the colonial encounter, which led to the uncritical adoption of Western models. Because these imported frameworks were not adequately adapted to the Indian context, the discipline struggled to establish its own unique voice and relevance. This historical baggage created a situation where psychology was seen as a foreign import rather than a field rooted in local realities, leading to ongoing efforts toward indigenization and identity formation.

66. (A) Cognitive revolution
A focus on internal mental processes like perception, memory, thought, and problem-solving is the defining characteristic of the cognitive revolution. This movement shifted the focus of psychology away from the behaviorist emphasis on observable actions toward a scientific study of the mind. Cognitive psychologists use experimental methods to understand how people process information, make decisions, and interact with their environment. This approach has become a central part of modern psychology, influencing many other areas of research and clinical practice.

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67. (C) Dilthey
Wilhelm Dilthey's path emphasized the importance of understanding human experience from within, a concept known as 'Verstehen'. He argued that the human sciences require a different approach than the natural sciences because human life is characterized by meaning and historical context. His work provided the philosophical foundation for qualitative research methods that seek to interpret the richness of lived experience rather than just explaining it through universal laws. This perspective remains highly influential in contemporary psychological inquiry.

68. (D) All 1, 2, 3, and 4 are correct
Major Eastern systems offer rich psychological insights within their respective frameworks. The Bhagavad Gita explores action and duty, while Buddhism focuses on the nature of suffering. Sufism emphasizes a mystical path of love, and Integral Yoga aims for the transformation of consciousness by integrating different parts of the being. Each of these traditions provides a sophisticated understanding of human nature and the path to psychological well-being, demonstrating the diversity and depth of Eastern psychological thought across various cultures.

69. (C) Multiple, local, and co-created through social and linguistic interaction.
The ontological assumption of social constructionism is that reality is multiple, local, and co-created through social and linguistic interaction. This means that there is no single, objective truth; instead, what we consider real is a product of shared meanings and cultural practices. Reality is seen as something that is continuously negotiated and maintained through dialogue. This perspective emphasizes the importance of understanding the social and historical contexts in which our knowledge and identities are constructed and lived.

70. (B) Ontological, epistemological, and methodological assumptions.
Paradigmatic controversies arise because different frameworks have incommensurable assumptions about reality, knowledge, and methods. These foundational differences mean that what counts as valid research or true knowledge in one paradigm may be rejected by another. Because these assumptions are often implicit and deeply held, resolving disagreements between paradigms is challenging. These controversies reflect the underlying philosophical diversity of psychology and the different ways in which researchers understand and investigate the human mind and social world.

71. (D) Structuralism
Gestalt psychology's core principle that "the whole is different from the sum of its parts" was a direct challenge to the structuralist approach. Structuralists sought to understand the mind by breaking conscious experience down into its most basic elements. Gestalt psychologists argued that this atomistic view missed the organized and meaningful nature of perception. They emphasized that we perceive complex patterns and wholes as primary, and that analyzing them into separate parts distorts the actual psychological experience of the individual.

72. (A) A period of expansion but largely following Western models.
In the post-independence era, academic psychology in India experienced a period of significant expansion, with many new university departments being established. However, this growth was largely based on borrowed Western models of research and education. The curriculum and methods were often replicas of those found in Britain and the United States. While the discipline was growing institutional footprint, it had not yet developed a strong, independent identity rooted in the specific cultural and social realities of India.

73. (C) A state of ignorance or misperception of reality
In Indian thought, the concept of avidya refers to a state of ignorance or a fundamental misperception of the true nature of reality and the self. It is considered the root cause of human suffering and psychological distress. This state is not just a lack of information but a deep-seated confusion that prevents individuals from seeing things as they truly are. Overcoming avidya through the pursuit of true knowledge or vidya is the central aim of many Indian psychological systems.

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74. (A) 3, 2, 1, 4
The history of psychological thought can be traced chronologically through key figures. Plato represents the ancient Greek heritage of philosophical inquiry into the mind. Wilhelm Wundt established the first experimental laboratory in the late nineteenth century, founding academic psychology. Sigmund Freud developed psychoanalysis in the early twentieth century, focusing on the unconscious. Later, B.F. Skinner became a leading figure in behaviorism, emphasizing the study of observable actions. This sequence illustrates the evolution of the discipline's diverse approaches and methods.

75. (D) Logical Empiricism/Positivism
The crisis in Western psychology was a critique directed against the dominant paradigm of logical empiricism or positivism. Critics argued that this approach's strict adherence to experimental and analytical methods was too restrictive and failed to capture the complexity of human experience. By focusing only on quantifiable and observable data, the discipline was seen as neglecting the meaningful and subjective aspects of life. This led to a search for alternative paradigms that could provide a more holistic understanding.

76. (B) How can we distinguish between true knowledge and mere opinion?
Epistemological questions are concerned with the nature, source, and limits of knowledge. Asking how we can distinguish between true knowledge and mere opinion is a classic example, as it explores the criteria for what constitutes valid understanding. Epistemology provides the philosophical justification for the methods we use to acquire knowledge and the confidence we have in our findings. Understanding these issues is essential for any psychological inquiry to ensure its conclusions are grounded in a sound theory of knowledge.

77. (C) Sri Aurobindo
The term Integral Yoga is most closely associated with the psychological and philosophical work of Sri Aurobindo. He developed this system to address the transformation and evolution of human consciousness. Unlike traditional yogic paths that may focus on a single aspect of the self, Integral Yoga aims for a comprehensive integration of all parts of the being—physical, vital, mental, and spiritual. Sri Aurobindo's work provides a sophisticated framework for understanding the potential for conscious growth and spiritual realization.

78. (D) Existential Phenomenology
Existential phenomenology is the most suitable paradigm for studying the lived experience of coping with a chronic illness from a patient's point of view. This approach prioritizes the individual's subjective perspective and seeks to understand the meaning they find in their situation. Instead of looking for universal laws or objective measurements, researchers explore the detailed structures of the person's conscious experience. This provides a deep and empathetic understanding of how individuals navigate the challenges and find meaning in their daily lives.

79. (C) Statement I is true, but Statement II is false.
Post-colonialism in psychology involves a critical examination of the discipline's colonial legacy, questioning the assumed universality of Western theories. It seeks to understand how colonial rule shaped psychological thought and identity. Far from advocating for the uncritical application of Euro-American models, a post-colonial perspective emphasizes the need for cultural adaptation and the inclusion of indigenous knowledge. Therefore, while the first statement about the field's critical focus is true, the second statement regarding its advocacy is false.

80. (B) Sufism - Annihilation of the ego in divine love
Different psychological systems are characterized by their core concepts. Sufism emphasizes the experiential path of divine love and the ultimate annihilation of the ego, known as fana, in the presence of God. This mystical transformation is central to its psychological and spiritual practice. The other pairings provided are incorrect; for example, the Four Noble Truths belong to Buddhism, and Svadharma is a concept from the Bhagavad Gita. Correctly matching systems with their tenets is essential for understanding their unique perspectives.

81. (A) 1, 2, 3, and 4
The four founding paths of academic psychology represent diverse and foundational approaches to the study of the mind. Wundt's experimental path, Freud's clinical focus on the unconscious,

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James's pragmatic functionalism, and Dilthey's hermeneutic understanding all provided distinct and influential frameworks. These various paths did not lead to a single unified paradigm like behaviorism; rather, they established the multifaceted nature of the discipline. Each contribution remains significant for understanding the different ways psychology has explored human experience and behavior throughout its history.

82. (A) Co-operative Enquiry
Co-operative enquiry is a research process where community members and researchers work together as equals to solve local problems. It involves a cyclical process of identifying an issue, taking action, and reflecting on the results. This collaborative approach ensures that the knowledge generated is practically relevant and based on the lived experience of the participants. By empowering people to be co-researchers, this paradigm promotes meaningful social change and a deeper understanding of the challenges faced by specific communities.

83. (C) Traditional psychology was based on white, middle-class, Western populations
The move toward multiculturalism in Western psychology was a direct response to the criticism that the discipline was too narrowly based on studies of white, middle-class, Western populations. Researchers argued that theories derived from such a limited group could not be assumed to be universal. Multiculturalism seeks to recognize and incorporate the diverse experiences, values, and cultural backgrounds of all people. This approach aims to make psychology more inclusive, representative, and effective for a global and diverse population in all its various contexts.

84. (C) A is true but R is false.
While it is true that there are significant Indian paradigms on psychological knowledge, the claim that these systems have no psychological content is false. Systems like Yoga and Buddhism are deeply concerned with the nature of the mind, consciousness, and psychological well-being. Their spiritual goals are achieved through systematic psychological practices and a detailed analysis of human experience. Therefore, these traditions offer a rich and sophisticated body of psychological thought that is highly relevant to understanding the self and achieving transformation.

85. (C) Should we use a survey, an experiment, or a case study to measure intelligence?
Methodological questions focus on the specific procedures and techniques used to conduct research. Asking whether to use a survey, an experiment, or a case study is a clear example of a methodological concern, as it involves choosing the best way to gather and analyze data. Methodology provides the practical framework for investigating a psychological concept like intelligence. It is guided by one's foundational assumptions about reality and knowledge, ensuring that the research is conducted in a rigorous and appropriate manner.

86. (A) P-3, Q-2, R-1, S-4
The history of Western psychology can be divided into distinct periods with corresponding characteristics. The Greek heritage involved early philosophical inquiries into the psyche. The medieval period interpreted psychological issues through a theological lens. The modern period saw the rise of scientific psychology and various schools of thought. Finally, the cognitive revolution marked a shift of focus back to internal mental processes. Understanding this timeline is essential for tracking the evolution of the discipline's core questions, methods, and theoretical frameworks over time.

87. (D) Imposition of a foreign psychology that marginalized indigenous knowledge systems
A key issue from the colonial encounter for Indian psychology was the imposition of Western psychological models that marginalized indigenous knowledge. The colonial education system promoted foreign theories as universal and scientific, while traditional Indian philosophical and psychological systems were often ignored or dismissed. This created a power imbalance that hindered the development of a culturally rooted discipline. Addressing this legacy is central to contemporary efforts to decolonize the mind and create a more inclusive and relevant psychology in India.

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88. (A) Fundamental questions about the guiding assumptions and models of the discipline.
Paradigmatic concerns in 1990s Indian psychology involved fundamental questions about the discipline's guiding assumptions and models. Researchers began to critically reflect on the appropriateness of Western frameworks for the Indian context and questioned the field's overall relevance and purpose. This period of soul-searching led to debates about the nature of reality and knowledge in psychology. The concerns highlighted the need for more culturally sensitive and theoretically robust models that could better address the specific challenges and realities of Indian society.

89. (D) All 1, 2, 3, and 4 are correct
Western knowledge paradigms offer different perspectives on science and reality. Positivism seeks universal laws based on observable data, while post-positivism acknowledges the fallibility of knowledge. Social constructionism argues that our understanding of reality is a product of social and cultural processes. The critical perspective aims to link knowledge with power and use research to bring about social change. Each of these paradigms provides a distinct framework for inquiry, contributing to the diverse and evolving landscape of psychological research and theory.

90. (A) True knowledge, often of a spiritual or self-realizing nature.
In Indian traditions, the concept of vidya refers to true knowledge, which is often spiritual or self-realizing in nature. It is distinguished from mundane or worldly information. Vidya involves a deep understanding of the self and the ultimate nature of reality, leading to liberation and enlightenment. This transformative knowledge is considered the highest goal of psychological and spiritual pursuit. Achieving vidya allows individuals to overcome ignorance and achieve a state of clarity, peace, and profound realization of their true nature.

91. (D) That spiritual knowledge (vidya) is considered superior and encompasses empirical knowledge (part of avidya).
In the context of Indian psychology, the distinction between avidya and vidya suggests that spiritual knowledge is considered superior. While empirical science is recognized as a form of knowledge, it is seen as part of avidya or worldly understanding because it deals with the transient and external. Vidya, or true knowledge of the self and ultimate reality, is viewed as encompassing and transcending empirical knowledge. This framework emphasizes that the ultimate goal of inquiry is the transformative realization of the fundamental nature of existence.

92. (B) Charles Darwin
The school of functionalism, led by William James, was heavily influenced by Charles Darwin's theories of evolution and natural selection. Functionalists sought to understand how mental processes and behaviors function to help individuals adapt to their environment. This perspective moved away from identifying basic structures toward exploring the practical purposes of the mind. By applying evolutionary principles to psychology, functionalism emphasized the importance of individual differences and the adaptive nature of consciousness, significantly shaping the subsequent development of the discipline in North America.

93. (C) Achieve a transformative realization of the self.
The primacy of self-knowledge in Indian psychology means that the highest aim of the discipline is to achieve a transformative realization of the self. It is not enough to simply have intellectual information about the self; the goal is a direct and profound experience of one's true nature. This realization is seen as the key to liberation from suffering and the attainment of lasting peace. Indian psychological systems provide various practices and frameworks designed to facilitate this deep internal transformation and realization.

94. (D) Strict adherence to Structuralism
Academic psychology in India since the 1970s has been characterized by themes such as addressing social issues, indigenization, and paradigmatic concerns. These movements reflect an ongoing effort to make the discipline more relevant and culturally rooted. However, strict adherence to structuralism is not a characteristic of this period. Structuralism was an early Western school that had largely been surpassed by other traditions by the time Indian psychology began its significant

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post-1970 developments and critiques of its own academic identity.

95. (A) Existential Phenomenology
A psychologist who focuses on understanding a person's subjective "lived world" and their search for meaning is adopting the approach of existential phenomenology. This paradigm emphasizes the importance of the individual's first-person experience. Instead of looking for universal laws or objective measurements, researchers explore the detailed structures of consciousness. This approach provides a deep understanding of how people navigate their lives and find significance in their experiences, prioritizing the person's unique perspective over abstract theories or purely observable behavior.

96. (A) 2, 4, 3, 1
Western psychological paradigms can be arranged along a continuum from most objective to most subjective or co-created. Positivism is at the most objective end, followed by post-positivism, which acknowledges some human fallibility. Existential phenomenology moves toward the subjective by focusing on individual lived experience. Finally, social constructionism is at the most co-created end, viewing reality as a product of social and linguistic interaction. This sequence illustrates the diverse ways in which different paradigms understand and investigate the nature of reality and knowledge.

97. (A) Both Statement I and Statement II are true.
The Greek heritage provided Western psychology with its foundational questions about the mind, soul, and knowledge. Thinkers like Plato and Aristotle established the basic concepts that have influenced the field for centuries. Later, during the modern period, the discipline saw the emergence of experimental methods designed to answer these same questions scientifically. This transition from philosophical speculation to empirical investigation defines the development of academic psychology as a distinct science, building upon its ancient philosophical roots to study the mind.

98. (A) A move to formally study and develop psychology based on Indian philosophical and cultural traditions.
The emergence of Indian psychology in academia during the 2000s signifies a formal move toward developing a discipline grounded in local philosophical and cultural traditions. This movement seeks to integrate ancient wisdom with contemporary research, creating a psychology that is relevant to the Indian context. It acknowledges the value of traditional insights into consciousness and the self, while using modern academic standards to build a culturally rooted field of study that can contribute uniquely to the global psychological community.

99. (C) All of the above to varying degrees
All of the four founding pathfinders—Wundt, James, Freud, and Dilthey—would be sympathetic to the use of introspection as a research method to varying degrees. Wundt used trained introspection to study the structure of consciousness. James used it to explore the flow of mental life. Freud's clinical method involved a form of introspection through the analysis of thoughts and feelings. Dilthey's focus on understanding lived experience also relied on internal reflection. While their specific methods varied, each recognized the value of looking inward to study the mind.

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100. (B) 3 only
In the context of knowledge paradigms, methodology is correctly defined as the procedures and techniques used to find out information. However, the other pairs are incorrectly matched. Ontology is concerned with the nature of reality, not knowledge. Epistemology is concerned with the nature and grounds of knowledge, not reality. Therefore, only the third pair accurately reflects the definitions used within philosophical and research frameworks. Understanding these distinctions is fundamental for researchers to clarify their assumptions and choose appropriate methods for their psychological inquiries.

101. (C) A warrior's duty (dharma) versus his personal attachments and aversion to violence
The psychological thought in the Bhagavad Gita primarily addresses the intense internal conflict of the warrior Arjuna. Faced with a battle against his own relatives, Arjuna experiences a

deep crisis of duty versus personal attachment. The text explores his emotional struggle and the guidance provided by Krishna to help him achieve clarity. This dialogue addresses universal psychological themes of conflict, duty, and the path to mental equanimity, providing a model for understanding and resolving the profound dilemmas that individuals face in life.

102. (B) A replica of British and American university departments
In the context of Indian psychology, the colonial encounter led to a disciplinary structure that was often a direct replica of British and American university departments. The curriculum, research methods, and organizational models were imported with little adaptation to the local culture. This created a situation where psychology was seen as a Western science rather than something rooted in Indian realities. This historical legacy had a lasting impact on the discipline's identity and led to subsequent movements toward indigenization and post-colonial critiques.

103. (D) Critical perspective
The critical perspective is the paradigm that most strongly posits that knowledge is value-laden and that research should have an explicit goal of emancipation. It seeks to uncover and challenge social inequalities and power imbalances. Researchers within this tradition believe that psychology should not just observe the world but should actively work to change it for the better. By critiquing dominant structures, this paradigm aims to empower marginalized groups and promote social justice, reflecting a commitment to using knowledge for social and personal transformation.

104. (A) Both A and R are true and R is the correct explanation of A.
Behaviorism, as a school of thought, famously rejected the study of consciousness in favor of a strictly objective science of behavior. Proponents like Watson and Skinner argued that internal mental states could not be observed and therefore should not be part of scientific psychology. They focused exclusively on the relationship between observable environmental stimuli and behavioral responses. This approach aimed to make psychology as rigorous as the natural sciences, significantly influencing the direction of research and clinical practice for many decades.

105. (A) P-4, Q-1, R-3, S-2
Psychological systems originate from diverse geographical and cultural backgrounds. Gestalt psychology emerged in Germany, while Integral Yoga was developed in the Indian subcontinent by Sri Aurobindo. Psychoanalysis had its roots in Austria with Sigmund Freud. Sufism originated as an Islamic mystical tradition in the Middle East and Persia. Understanding these origins provides essential context for the development of their unique concepts and methods, reflecting the rich and varied contributions of different global traditions to the field of psychology.

106. (A) Poverty, social change, and national development
A key feature of the move toward addressing social issues in 1970s Indian psychology was its focus on pressing national problems. Researchers began to apply psychological principles to understand and address issues like poverty, social change, and national development. This represented a significant shift away from purely academic or laboratory-based research toward a more socially relevant and applied discipline. The goal was to make psychology a practical tool for improving the lives of individuals and contributing to the overall well-being of Indian society.

107. (D) The discipline's relevance and fundamental assumptions.
Paradigmatic concerns in 1990s Indian psychology are closely related to the issue of the discipline's relevance and fundamental assumptions. Researchers began to critically reflect on the appropriateness of the Western frameworks they were using and questioned the overall purpose of the field. This period of soul-searching led to debates about the nature of reality and knowledge in psychology. These concerns highlighted the need for more culturally sensitive and theoretically robust models that could better address the specific challenges and realities of Indian society.

108. (D) All 1, 2, 3, 4, and 5 are correct.
Western psychological paradigms offer diverse perspectives on reality and knowledge. Positivism seeks universal laws, while post-

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positivism acknowledges human fallibility. Social constructionism sees knowledge as a cultural product, and the critical perspective links it with power and emancipation. Existential phenomenology prioritizes subjective lived experience. Each of these frameworks provides a distinct set of assumptions that guide research and interpretation. Understanding all these paradigms is essential for grasping the complex and multifaceted nature of contemporary psychological thought and its various approaches to understanding human life.

109. (C) Skinner
The four founding paths of academic psychology are associated with Wundt, Freud, James, and Dilthey. B.F. Skinner, while a highly influential figure in the history of psychology, is not considered one of these original pathfinders. His work in behaviorism came later, building upon and reacting to the foundations laid by these earlier thinkers. Skinner's emphasis on operant conditioning and observable behavior represented a specific development within the discipline rather than one of the original diverse paths that established academic psychology in the late nineteenth century.

110. (D) Behaviorism
The cognitive revolution was a direct challenge to the dominance of behaviorism, which had focused exclusively on observable actions. Cognitive psychologists argued that a complete understanding of the human mind required investigating internal mental processes like memory, thought, and language. This movement demonstrated that mental states could be studied scientifically using experimental methods. By re-introducing the mind as a valid area of study, the cognitive revolution fundamentally changed the direction of psychological research and led to the development of many contemporary theories and clinical applications.

111. (A) Knowledge is created and re-created in social interaction and dialogue.
The epistemological stance of a social constructionist is that knowledge is not a reflection of an objective reality but is created and re-created through social interaction and dialogue. It posits that our understanding of the world is shaped by shared meanings and cultural practices. Therefore, what we consider to be true is always relative to a particular social and historical context. This perspective focuses on how people co-construct their knowledge and identities through ongoing communication and collective social practices within their specific communities.

112. (B) Humanistic-Existential and Transpersonal psychology
Indic influences on modern psychology are most clearly seen in the humanistic-existential and transpersonal schools. These traditions share a focus on self-actualization, personal growth, and the exploration of higher states of consciousness. Concepts from Indian traditions, such as mindfulness and the nature of the self, have resonated with and shaped the theories of these Western movements. This reflects a growing recognition of the valuable insights that non-Western systems can provide for understanding the full range of human potential and promoting holistic well-being.

113. (A) Both Statement I and Statement II are true.
The development of Indian psychology followed a clear chronological progression. The 1970s were marked by a move toward social relevance, followed by a strong push for indigenization in the 1980s. The disciplinary identity crisis of the 1990s was a direct consequence of the challenges and debates that arose from these earlier movements. This period of intense self-reflection forced psychologists to question their fundamental assumptions and the discipline's direction, eventually leading to the formal emergence of Indian psychology in the subsequent decade.

114. (A) Mechanistic and neglectful of the human experience
The crisis in Western psychology was primarily due to a paradigm that was seen as too mechanistic and neglectful of the human experience. Critics argued that the strict adherence to experimental and analytical methods reduced people to predictable machines and ignored the richness of subjective meaning. This focus on observable data while sidelining internal experience led to a questioning of the discipline's status and its ability to provide a holistic understanding of life. This crisis sparked the development of more human-centered approaches.

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115. (C) Social Constructionist
A psychologist who believes that psychological concepts must be understood within their social and historical context is likely a social constructionist. This paradigm posits that our understanding of reality is not a direct perception but is constructed through social and linguistic practices. Therefore, what we consider to be a "psychological concept" is always shaped by the culture and time in which it was created. This perspective emphasizes the importance of exploring how meanings are negotiated and maintained within specific communities over time.

116. (D) Primarily in Indian philosophical and psychological systems
The concepts of vidya, or true knowledge, and avidya, or ignorance, are central themes primarily in Indian philosophical and psychological systems. This duality provides a framework for understanding the nature of the self and the path to liberation. Indian traditions aim to move the individual from the misperceptions of avidya toward the transformative realization of vidya. This focus on internal realization and spiritual clarity distinguishes these systems from many other knowledge traditions and remains a fundamental aspect of Indian psychological thought and practice.

117. (C) The lingering effects of the colonial encounter on disciplinary identity.
A key issue in the emergence of Indian psychology was the lingering effects of the colonial encounter on its disciplinary identity. The uncritical adoption of Western models created a situation where the field was seen as a foreign import. This historical context made it difficult for Indian psychologists to develop a unique identity that was both scientifically modern and culturally rooted. Addressing this legacy has been a central theme in the discipline's development, leading to movements like indigenization and critical self-reflection.

118. (B) The belief that an objective, singular reality exists and is measurable
The ontological position of positivism is the belief that an objective, singular reality exists independent of our minds and can be known through measurement. This paradigm assumes that the world is governed by universal laws that can be discovered using scientific methods. Positivists seek to minimize subjective bias and rely on empirical observation and quantifiable data to build an accurate and verifiable understanding of reality. This foundational assumption guides their choice of experimental methods and their search for reliable, generalizable findings.

119. (D) Spiritual and transcendent states
Transpersonal psychology is unique because it explicitly includes the spiritual and transcendent domains of human experience in its study. While other schools focus on behavior, cognition, or the unconscious, transpersonal psychology explores states of consciousness that go beyond the individual ego. This includes mystical experiences, peak experiences, and altered states of consciousness. By incorporating these dimensions, this school aims to provide a more holistic understanding of human potential and the various ways individuals experience a sense of connection to something greater.

120. (A) Both A and R are true and R is the correct explanation of A.
Wilhelm Dilthey's distinction between the natural sciences and the human sciences was a crucial step for the development of qualitative psychology. He argued that human phenomena require a methodology based on 'understanding' (Verstehen) rather than just the 'explanation' (Erklären) used for natural objects. This perspective emphasizes that human life is characterized by meaning and historical context, which cannot be captured by universal laws alone. Dilthey's work provided the philosophical foundation for many interpretive and phenomenological approaches to understanding the richness of human experience.

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121. (C) To critique and challenge societal structures of power and oppression.
The main aim of the critical perspective paradigm is to critique and challenge societal structures of power and oppression. Researchers within this tradition believe that knowledge is never neutral and is often used to maintain the status quo. By uncovering the ways in which societal structures marginalize certain groups, the critical perspective aims to promote social justice and emancipation. This approach encourages

psychologists to use their research as a tool for social change and to empower individuals to challenge systemic unfairness.

122. (A) P-4, Q-1, R-2, S-3
Foundational figures in psychology are associated with specific paths and ideas. Wilhelm Wundt is credited with structuralism and the establishment of experimental psychology. William James is a primary representative of functionalism and pragmatism. Sigmund Freud developed psychoanalysis and focused on the unconscious mind. Wilhelm Dilthey advocated for hermeneutics and the human sciences. These diverse approaches established the multifaceted nature of the discipline, providing different frameworks for investigating and understanding the human mind and social world through various scientific and philosophical lenses.

123. (D) Vidya
The primacy of self-knowledge in Indian psychology aligns most closely with the concept of vidya. Vidya refers to true, transformative knowledge of the self and ultimate reality, which leads to liberation and enlightenment. In Indian traditions, achieving this deep internal realization is considered the highest goal of psychological inquiry. This focus distinguishes these systems from many Western models and emphasizes that true well-being arises from a clear and direct understanding of one's own nature, rather than just the observation of external behavior.

124. (B) Cultural relevance and the development of local psychological models.
The movement of indigenization in 1980s Indian psychology was primarily a call for cultural relevance and the development of local psychological models. This arose from a dissatisfaction with the uncritical application of Western theories, which often failed to capture the nuances of Indian life. The goal was to create a psychology that was rooted in the specific cultural and social realities of India, drawing upon traditional wisdom and contemporary local experiences to build a more meaningful and effective discipline for the Indian context.

125. (D) All 1, 2, 3, and 4 are correct
The development of academic psychology in India involved several key stages. The pre-independence era established the discipline based on Western models. The 1970s brought a focus on social relevance, followed by the 1980s movement for indigenization. The 1990s then saw a period of critical self-reflection and a sense of disciplinary identity crisis. All these statements accurately reflect the major themes and transitions that have shaped the field's history, highlighting its ongoing struggle for a culturally rooted and socially relevant identity.

126. (D) Gestalt
Gestalt psychology is the school of thought that most strongly advocates the idea that "the whole is greater than the sum of its parts." Proponents argued that breaking conscious experience down into basic elements, as the structuralists did, missed the organized and meaningful nature of perception. Gestalt psychologists focused on understanding how we perceive complex patterns and wholes. This principle has been highly influential in areas like perception, problem-solving, and social psychology, emphasizing the importance of considering the overall configuration of psychological phenomena.

127. (A) Deconstructionism
Western paradigms of psychology include positivism, social constructionism, and co-operative enquiry. These frameworks offer different assumptions about reality and methods for research. While deconstruction is an influential philosophical method, particularly within post-structuralism, it is generally considered a broader critical strategy rather than a primary "paradigm of psychology" in the same category as the others listed. Understanding the major Western paradigms is essential for identifying the different ways researchers investigate and understand the mind and behavior within the mainstream academic discipline.

128. (B) The emergence of psychology as a distinct scientific discipline.
The modern period in Western psychology is characterized by the emergence of psychology as a distinct scientific discipline. This era saw a shift away from purely philosophical speculation toward the application of empirical methods and experimentation. Schools of thought like structuralism, functionalism, and behaviorism developed during this time, each with its own

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theories and research strategies. This transition marked the formal establishment of psychology in university settings and its recognition as a science capable of studying the mind and behavior systematically.

129. (B) Social Constructionism
A researcher studying how language impacts the perception of 'reality' across different cultures is working within the paradigm of social constructionism. This approach posits that our understanding of the world is not a direct reflection of an objective reality but is constructed through social and linguistic conventions. By exploring how different cultures use language to create meaning, the researcher investigates how "reality" is co-constructed. This perspective emphasizes that our knowledge is always shaped by the cultural and historical contexts in which we live and communicate.

130. (A) 2, 3, 1, 4
The history of Western psychology follows a chronological sequence from its ancient philosophical roots to contemporary scientific movements. It began with the work of Greek philosophers like Plato. The formal establishment of academic psychology occurred with Wundt's laboratory in the late nineteenth century. This was followed by the rise of behaviorism in the early twentieth century. Finally, the cognitive revolution emerged as a major shift in the mid-twentieth century, re-introducing the study of mental processes. This sequence illustrates the discipline's long and varied intellectual evolution.

131. (C) The psychological impact of colonial rule and decolonizing the mind
Post-colonialism and psychology primarily examines the psychological impact of colonial rule and the process of decolonizing the mind. This field investigates how colonial histories have shaped the mental lives, identities, and self-perceptions of individuals in formerly colonized nations. It also critiques the ways in which Western psychological models have been used to marginalize local knowledge. By addressing these issues, post-colonial psychology seeks to promote a more inclusive and culturally sensitive understanding of human behavior and promote the development of indigenous psychological perspectives.

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132. (D) Science and Spirituality
In Indian thought, the distinction between avidya (worldly knowledge) and vidya (true/liberating knowledge) is fundamental to understanding the link between science and spirituality. Avidya often includes empirical knowledge of the external world, while vidya pertains to the higher, transformative knowledge of the self. This framework suggests that while scientific inquiry is valid, it is ultimately encompassed by spiritual realization. Understanding this link is essential for grasping how Indian psychological systems integrate practical, empirical observation with a broader quest for ultimate realization and liberation.

133. (C) Social Constructionism believes reality is singular and objective.
The statement that social constructionism believes reality is singular and objective is inaccurate. In fact, this paradigm posits that reality is multiple, local, and co-created through social and linguistic interaction. Social constructionists argue that our understanding of the world is shaped by shared meanings and cultural practices, rather than being a direct perception of a single objective truth. The other statements accurately reflect the core ideas of positivism, critical perspective, and existential phenomenology within the landscape of Western knowledge paradigms.

134. (A) Both Statement I and Statement II are true.
Integral Yoga is indeed a major Eastern system with significant relevance to psychology. Developed by Sri Aurobindo, it focuses on the transformation of consciousness through the psychological and spiritual integration of all parts of the human being. This system provides a comprehensive framework for understanding conscious evolution and the potential for realization. By synthesizing various yogic paths, Integral Yoga aims to achieve a holistic transformation, making it a sophisticated and influential model within the field of Indian and transpersonal psychological thought.

135. (D) Indigenization
An Indian psychologist arguing that concepts derived from a Western context are not helpful for understanding local rural communities is expressing the spirit of indigenization. This movement emphasizes the need for psychological

theories and methods that are rooted in the specific cultural and social realities of India. By challenging the universal application of Western models, indigenization seeks to develop more relevant and meaningful frameworks that accurately capture the local experience. This approach remains a central theme in the ongoing development of psychology in non-Western contexts.

136. (A) Post-Positivism
The ontological position of critical realism is often associated with the paradigm of post-positivism. Critical realism holds that an objective reality exists independent of our perceptions, but acknowledges that our knowledge of it is always fallible and theory-laden. Therefore, while we can strive to understand reality, we can only do so imperfectly. This stance encourages researchers to use multiple methods and seek constant verification, representing a more nuanced and self-aware approach to scientific inquiry than traditional positivism while still maintaining a belief in objective truth.

137. (C) A debate between a positivist and a social constructionist about the nature of 'truth'.
A debate between a positivist and a social constructionist about the nature of 'truth' is a clear example of a paradigmatic controversy. These two frameworks hold fundamentally incompatible assumptions about reality and knowledge. A positivist believes in a single, objective truth that can be measured, while a social constructionist argues that truth is co-created through social and linguistic interaction. Because their underlying assumptions are so different, resolving such a debate involves addressing the very foundations of how we understand and investigate the human world.

138. (A) Both A and R are true and R is the correct explanation of A.
The 2000s saw the emergence of "Indian psychology" in academia as a movement that sought to develop a discipline grounded in the philosophical and cultural traditions of India. Proponents argued that a culturally rooted psychology was essential for accurately understanding the Indian experience. This development aimed to integrate traditional wisdom with modern research methods, establishing a unique and relevant field of study. The movement reflects a growing commitment to valuing indigenous perspectives and ensuring that psychological knowledge is socially and culturally meaningful.

139. (A) P-2, Q-1, R-3, S-4
In the context of knowledge paradigms, terms are defined by their specific roles. Ontology is the theory of what is real or exists, while epistemology is the theory of how we know what we know. Methodology refers to the system of practices and techniques used for research. Finally, a paradigm is an overarching framework of beliefs and assumptions that guides inquiry. Understanding these definitions is essential for identifying the underlying logic of different research approaches and ensuring consistency in the design and interpretation of psychological studies.

140. (B) Sufism
Sufism is a major Eastern system that represents the esoteric or mystical dimension within Islam. It focuses on the internal psychological transformation of the individual through the path of love and devotion toward the divine. Through various spiritual practices and the guidance of a master, Sufis seek to purify the heart and achieve a direct experience of unity with God. This tradition provides unique insights into the nature of the self, ego, and the potential for profound psychological and spiritual growth and realization.

141. (B) 1, 2, 3, and 4
The crisis in Western psychology stemmed from a strict adherence to logical empiricism, which was seen as too restrictive and failing to capture the richness of human experience. This led to a questioning of psychology's status as a purely objective science and a search for alternative paradigms. While the crisis was a major turning point, it was not resolved by a universal return to psychoanalysis. Instead, it resulted in a more pluralistic and self-reflective discipline that incorporates diverse perspectives, including cognitive, humanistic, and social constructionist frameworks.

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142. (D) Freud
A psychologist investigating "unconscious" motivations for behavior is working within the tradition of Sigmund Freud. His path revolutionized psychology by emphasizing the role of hidden desires and internal conflicts that are not accessible to conscious awareness. Freud's clinical approach focused on uncovering these unconscious forces to understand human behavior and mental health. This perspective established psychoanalysis as a major school of thought and continues to influence contemporary clinical practice and the understanding of the deep, often hidden aspects of the human personality.

143. (A) The influence of British education systems and Western psychology.
The development of academic psychology in India during the pre-independence era was primarily driven by the influence of British education systems and Western psychology. Indian scholars were trained in Western models, and the first psychology departments were established based on foreign curricula. This historical context led to a discipline that was largely derivative of Western traditions, focusing on laboratory experiments and scientific methods as practiced in Europe and North America. This initial period established the institutional foundations for the subsequent growth and diversification of the field in India.

144. (B) theological; scientific/philosophical
In the Western tradition, the shift from the medieval period to the modern period involved a move from theological explanations to scientific and philosophical ones. During the medieval era, the church provided the primary framework for understanding the mind and behavior, often in religious terms. The modern period brought a shift toward rational inquiry and empirical observation, leading to the formal establishment of psychology as a distinct science. This transition reflect the broader intellectual changes of the Renaissance and Enlightenment, prioritizing human reason and observation.

145. (B) The struggle to forge an identity both scientifically modern and culturally rooted
The 'lack of distinct disciplinary identity' for psychology in India refers to the struggle to forge an identity that is both scientifically modern and culturally rooted. Because the discipline was initially imported from the West, it often felt like a foreign science that did not fully capture Indian realities. Psychologists have faced the challenge of maintaining scientific rigor while also incorporating indigenous knowledge and addressing local needs. This ongoing quest for a balanced and relevant identity has been a central theme in the discipline's development.

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146. (A) Social Constructionist
A researcher who studies how children's concepts develop through peer interactions and conversations is adopting a social constructionist epistemological stance. This approach posits that knowledge is not a direct perception of an objective reality but is co-created through social and linguistic practices. By focusing on the role of interaction and dialogue, the researcher investigates how shared meanings are negotiated and maintained within a specific group. This perspective emphasizes that our understanding of the world is always shaped by the social and cultural contexts in which we communicate.

147. (A) Both Statement I and Statement II are true.
Yoga is indeed an Indian paradigm on psychological knowledge, providing a sophisticated framework for understanding the mind, consciousness, and self-realization. It is viewed as a comprehensive system with a deep psychological and philosophical foundation. The practices of yoga are designed to facilitate a profound transformation of the human being, leading to mental clarity and spiritual realization. Therefore, both statements accurately reflect the nature and significance of yoga as a fundamental system of psychological thought and practice within the Indian intellectual tradition.

148. (D) A crisis in psychology
The "crisis in psychology" in the West is described as a direct consequence of the strict adherence to the experimental analytical paradigm. Critics argued that this approach's focus on observable data while ignoring subjective human experience made the discipline feel reductive and mechanistic. This led to a questioning of the field's fundamental assumptions and its ability to provide a meaningful understanding of life. The crisis spurred the search for alternative paradigms

that could capture the richness and complexity of the human mind and behavior more effectively.

149. (C) Psychoanalysis and Behaviorism
The humanistic-existential perspective is often called the "third force" in psychology because it offered an alternative to the two dominant forces of the time: psychoanalysis and behaviorism. Proponents argued that psychoanalysis was too focused on pathology and unconscious drives, while behaviorism was too mechanistic. Humanistic psychologists sought to provide a more positive view of human nature, emphasizing free will, personal growth, and the unique potential of each individual to find meaning. This movement significantly expanded the scope and values of the psychological discipline.

150. (A) Both A and R are true and R is the correct explanation of A.
Post-colonial critiques are important for the development of psychology in India because they challenge the assumed universality of Western theories and encourage more culturally appropriate frameworks. These critiques highlight how colonial legacies have shaped the discipline and marginalized indigenous knowledge. By questioning the dominance of Western models, psychologists can develop theories and methods that better reflect the specific social and cultural realities of India. This process is essential for creating a more inclusive and relevant psychology that truly addresses local needs and experiences.

151. (D) The only reality that matters is the reality as it is perceived and experienced by the individual.
The ontological position of existential phenomenology is that the only reality that truly matters is the one perceived and experienced by the individual. This approach prioritizes the subjective perspective over objective measurements or universal laws. It seeks to understand how people find meaning in their daily lives and navigate their specific circumstances. By focusing on the detailed structures of conscious experience, existential phenomenology provides a deep and empathetic understanding of the human world as it is actually lived and understood by the person.

152. (A) The early history of academic psychology was diverse, with different founders proposing different methods and subject matters.
The concept of the "four founding paths" of academic psychology implies that the early history of the discipline was characterized by diversity and pluralism. Wundt, Freud, James, and Dilthey each proposed different methods and subject matters for studying the mind. Their varying approaches established multiple foundational frameworks, rather than a single unified school. This diversity reflects the complex intellectual origins of psychology and the different ways in which researchers have attempted to understand and investigate the human mind and behavior since the field's formal inception.

153. (A) 1, 2, 3, 4
The development of academic psychology in India followed a specific chronological sequence. The 1970s were characterized by a move to address social issues, followed by a focus on indigenization in the 1980s. The 1990s then saw a period of disciplinary identity crisis as psychologists reflected on their progress and assumptions. Finally, the 2000s marked the formal emergence of Indian psychology in academia. This sequence highlights the major themes and transitions that have shaped the field's history and its ongoing struggle for cultural relevance and identity.

154. (A) Mystical love, devotion, and the experience of unity with the divine.
In the context of Indian knowledge paradigms, Sufism is presented as a path of psychological transformation through mystical love, devotion, and the experience of unity with the divine. It emphasizes the internal journey of the practitioner toward purifying the heart and overcoming the ego. Through various spiritual practices and the guidance of a master, Sufis seek to achieve a direct and profound realization of the divine presence. this tradition provides unique insights into the potential for psychological and spiritual growth through the path of devotion.

155. (D) What is the fundamental nature of consciousness? Is it a physical or non-physical phenomenon?
Asking about the fundamental nature of consciousness and whether it is physical or

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non-physical is a classic ontological question. Ontology is concerned with the nature of reality and what it means to exist. Such questions explore the basic building blocks of the world and our understanding of human beings. In psychology, one's ontological stance determines how they view the mind and body relationship and influences the choice of theories and methods used to investigate consciousness and other psychological phenomena.

156. (B) Plato and Aristotle
The Greek heritage of Western psychology includes the foundational philosophical work of thinkers like Plato and Aristotle. They explored early questions about the soul, mind, perception, and memory. Their work provided the basic concepts and frameworks that would influence Western thought for centuries. While modern psychology uses scientific methods to study these topics, its intellectual roots lie in the rational inquiry and philosophical speculation of these ancient thinkers, who established many of the core questions that continue to define the psychological discipline today.

157. (B) P-3, Q-1, R-4, S-2
Different schools of psychological thought are defined by their key concepts. Behaviorism focuses on stimulus-response learning, while psychoanalysis explores unconscious conflicts. Gestalt psychology emphasizes the organized perceptual whole, and the humanistic school is concerned with self-actualization and personal growth. These diverse perspectives offer different ways of understanding human behavior and the mind, each with its own theories and research strategies. Understanding these key concepts is essential for identifying the major movements and their contributions to the evolution of the multifaceted psychological discipline.

158. (D) Being overly theoretical, elitist, and detached from pressing national problems
The move toward addressing social issues in 1970s Indian psychology was a reaction against a discipline perceived as too theoretical, elitist, and detached from pressing national problems. Researchers felt that a Western-oriented psychology was not adequately addressing the needs of the Indian population. They sought to make the field more socially relevant by applying psychological principles to real-world issues like poverty and development. This shift represented a significant step toward creating a more responsive and practically meaningful psychology within the Indian context.

159. (A) All participants are co-researchers in a cyclical process of action and reflection.
Co-operative enquiry is a distinct methodology because it involves all participants as co-researchers in a cyclical process of action and reflection. There is no detached expert studying subjects; instead, everyone works together to investigate their own experiences. This approach ensures that the knowledge generated is practically relevant and grounded in the actual lives of those involved. By empowering people to be active participants in the research process, co-operative enquiry promotes meaningful learning and personal and social change within their specific communities.

160. (C) 1, 2, 3, and 4
Major Eastern systems like the Bhagavad Gita, Buddhism, Sufism, and Integral Yoga all offer rich psychological insights within their respective frameworks. They provide sophisticated analyses of the mind, action, suffering, and consciousness. While these traditions are often associated with spiritual goals, they contain significant psychological components and practices designed to achieve well-being and self-realization. These systems are not purely religious but offer valuable models for understanding human nature, making them highly relevant to the study and practice of psychology in various cultural contexts.

161. (B) The nature of reality and knowledge.
A paradigmatic controversy between positivism and social constructionism is fundamentally a disagreement about the nature of reality and knowledge. Positivists believe in an objective, singular reality that can be measured scientifically. Social constructionists, however, argue that reality is co-created through social and linguistic interaction and is relative to specific contexts. Because their underlying ontological and epistemological assumptions are so different, they have incompatible views on what counts as valid research and true knowledge, reflecting deep philosophical divisions within the discipline.

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162. (C) Statement I is true, but Statement II is false.
Wundt, Freud, James, and Dilthey indeed represent four foundational paths in academic psychology. However, they did not all agree that psychology should strictly follow the methods of the natural sciences. While Wundt and some early structuralists aimed for a scientific study of consciousness, Dilthey specifically advocated for a separate methodology for the human sciences based on understanding. James took a pragmatic approach, and Freud relied on clinical observation. Therefore, the early history of the discipline was characterized by methodological diversity rather than a single unified approach.

163. (C) Introspection
The primary method associated with structuralism, as practiced by Wundt and Titchener, was introspection. This technique involved having trained observers report their conscious experiences in response to specific stimuli. The goal was to break down mental processes into their most basic elements, such as sensations and feelings. While introspection was later criticized for its subjectivity, it represented the first systematic attempt to study the mind scientifically in a laboratory setting, laying the groundwork for the development of modern experimental psychology.

164. (D) Rapid growth and expansion, but largely based on borrowed Western models.
In the immediate post-independence era, academic psychology in India experienced rapid growth and expansion, with many new departments being established in universities. However, this growth was largely based on borrowed Western models. The curriculum, research methods, and theoretical frameworks were often direct replicas of those used in Britain and the United States. While the discipline was institutionalized, it had not yet developed a unique identity rooted in the specific cultural and social realities of India, leading to later calls for indigenization and relevance.

165. (C) A period of intense questioning about the discipline's purpose, methods, and relevance in the Indian context.
The disciplinary identity crisis of the 1990s in Indian psychology was a period of intense questioning regarding the field's purpose, methods, and relevance. Researchers and practitioners began to doubt whether Western models were truly effective for understanding the Indian experience. This period of critical self-reflection led to deep debates about the discipline's fundamental assumptions and its social contribution. The crisis highlighted the need for more culturally sensitive and socially responsive frameworks, setting the stage for the formal emergence of Indian psychology.

166. (B) Social Constructionism
A researcher using discourse analysis to study how concepts like 'mental illness' are constructed in society is working within the paradigm of social constructionism. This approach posits that our understanding of reality is not a direct reflection but is created through social and linguistic practices. By exploring the language used to define and describe such concepts, researchers investigate how shared meanings are negotiated and maintained. This perspective emphasizes that knowledge is always shaped by the cultural and historical contexts in which we communicate.

167. (A) Both A and R are true and R is the correct explanation of A.
The concepts of avidya and vidya provide a framework for linking science and spirituality in Indian psychology. This framework suggests that while empirical science (avidya) is a form of knowledge dealing with the external world, a higher, more complete knowledge (vidya) pertaining to the self and ultimate reality is also a primary goal of inquiry. This transformative knowledge of the self is considered the highest aim, encompassing and transcending empirical understanding. This perspective emphasizes the pursuit of a holistic realization as the ultimate goal of psychological study.

168. (A) Humanistic Psychology
Indic influences on modern psychology are most evident in the humanistic school, which emphasizes self-actualization and peak experiences. Thinkers in this tradition share a focus on the unique potential of the individual and the pursuit of a meaningful life. Concepts from Indian traditions, such as mindfulness and the realization of the self, have resonated with and influenced the development of humanistic

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theories. This reflects a growing recognition of the value of non-Western insights into consciousness and the self for promoting holistic well-being and personal growth.

169. (C) It is possible for a researcher to be an objective observer of a reality that exists independently of them.
The epistemological assumption of a positivist researcher is that it is possible to be an objective observer of a reality that exists independently of the mind. This paradigm emphasizes empirical observation and the use of scientific methods to discover universal laws. It assumes that there is a single, objective truth that can be uncovered through rigorous experimentation and measurement. Positivism seeks to minimize subjective bias and relies on quantifiable data to provide a clear and verifiable understanding of psychological phenomena and behavior.

170. (A) P-3, Q-4, R-1, S-2
The development of Indian psychology followed a clear chronological progression with distinct characteristics in each decade. The post-1947 era saw initial expansion based on Western models. The 1970s then brought a shift toward addressing social issues, followed by the 1980s movement for indigenization. The 1990s were marked by a disciplinary identity crisis as researchers reflected on their progress and assumptions. Understanding this sequence is essential for tracking the discipline's ongoing struggle for a culturally rooted and socially relevant identity within the Indian context.

171. (D) The mind and mental processes
The cognitive revolution represented a major paradigm shift that re-introduced the study of the mind and mental processes into mainstream experimental psychology. This movement challenged the dominance of behaviorism by demonstrating that internal states like memory, thought, and language could be studied scientifically. Cognitive psychologists used experimental methods and computer models to understand how people process information. This approach fundamentally changed the direction of psychological research and led to the development of many contemporary theories and clinical applications in various areas.

172. (B) 1, 2, and 3
Knowledge paradigms are built on the interconnected elements of ontology, epistemology, and methodology. Ontology concerns the nature of reality, while epistemology concerns the nature of knowledge. Methodology refers to the specific techniques used for gathering and analyzing data. These three aspects are not just personal opinions but are logically linked to provide a consistent framework for research. Understanding these foundational elements is essential for any researcher to clarify their assumptions and choose appropriate strategies for investigating psychological phenomena and behavior.

173. (C) Suffering (Dukkha)
The core psychological teaching of Buddhism begins with the premise of Dukkha, or suffering. The Four Noble Truths identify suffering as a universal reality of human existence and explore its root causes, such as desire and attachment. This analytical approach leads to a path for the cessation of suffering through the practice of mindfulness and ethical living. By understanding the nature of Dukkha, practitioners can achieve mental clarity and ultimately reach the state of Nirvana, or liberation from the cycle of rebirth and pain.

174. (D) James
William James is the founding pathfinder associated with functionalism and the influential book 'Principles of Psychology'. His approach focused on the adaptive purpose of mental processes and behavior, moving away from identifying basic structures. James took a pragmatic view, emphasizing the practical functions of the mind in helping individuals adapt to their environment. His work was heavily influenced by evolutionary theory and significantly shaped the development of American psychology, highlighting the importance of individual differences, consciousness, and the practical application of psychological knowledge.

175. (A) Bhagavad Gita
The psychological concept of detachment, known as Nishkama Karma or selfless action, is a central tenet of the Bhagavad Gita. This principle encourages individuals to perform their duties without being swayed by personal desire

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or attachment to the results of their actions. By achieving mental equanimity, one can act purposefully and fulfill their responsibilities with clarity. This teaching provides a profound model for managing emotional conflict and achieving psychological stability, emphasizing the importance of focusing on action itself rather than its potential outcomes.

176. (B) Overabundance of indigenous research
The emergence of psychology in India has been characterized by issues like the colonial encounter, the lack of a distinct disciplinary identity, and post-colonial critiques. Far from an overabundance of indigenous research, the field has struggled to move away from Western-centric models. The quest for indigenization arose precisely because there was a perceived lack of culturally relevant research. Addressing these challenges is central to the discipline's development and its effort to create a psychology that truly reflects the specific social and cultural realities of India.

177. (B) How psychiatric diagnoses may be used to control non-conformist behavior.
The critical perspective in psychology would be most interested in studying how psychiatric diagnoses might be used as tools for social control. This paradigm focuses on examining power dynamics and the ways in which societal structures and ideologies contribute to oppression. Researchers within this tradition seek to uncover hidden injustices and use their work to promote social change and emancipation. By critiquing the use of psychological categories to manage non-conformity, this approach aims to empower individuals and groups to challenge systemic unfairness and oppression.

178. (C) Statement I is true, but Statement II is false.
Social constructionism posits that our knowledge is constructed through social and linguistic conventions, rather than being a direct perception of reality. Therefore, the first statement is true. However, a social constructionist would argue that concepts like 'childhood' do not have fixed meanings but are culturally and historically relative. They would focus on how the meaning of childhood is negotiated and maintained within specific societies over time. Consequently, the second statement regarding a universal, fixed meaning is false within the framework of this particular psychological paradigm.

179. (C) The view that psychological inquiry aims for personal transformation through self-understanding
The primacy of self-knowledge in Indian psychology implies the view that psychological inquiry aims for personal transformation through deep self-understanding. This is not just an intellectual exercise but a practical path toward liberation and well-being. By realizing the true nature of the self, individuals can overcome ignorance and achieve a state of lasting peace. This focus distinguishes Indian traditions from many Western models that prioritize the observation and control of external behavior over the internal realization and development of the person's own consciousness.

180. (D) Experimental and quantitative.
The methodological approach of positivism is primarily experimental and quantitative. This paradigm emphasizes empirical observation and the use of scientific methods to discover universal laws of behavior. Positivists rely on objective measurement and quantifiable data to build an accurate and verifiable understanding of reality. By using experiments and statistical analysis, they seek to minimize subjective bias and produce reliable findings that can be generalized. This foundational approach guides the design of research studies and the interpretation of psychological phenomena within the positivist tradition.

181. (3, 1, 4, 2)
The historical sequence of Western psychological schools began with structuralism, which focused on basic elements of consciousness. Psychoanalysis followed, introducing the role of the unconscious mind. Behaviorism then rose to prominence by emphasizing observable actions and environmental learning. Later, humanistic psychology emerged as a "third force," reacting against the deterministic views of the previous movements and focusing on personal growth and self-actualization. This sequence illustrates the evolution of diverse approaches and methods that have shaped the contemporary landscape of the multifaceted psychological discipline.

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182. (A) Both A and R are true and R is the correct explanation of A.
The 1970s marked a turning point for Indian psychology because of a significant shift toward social relevance. Researchers began to move away from purely academic or Western-oriented models toward a psychology that attempted to address India's pressing societal needs. This period saw the application of psychological principles to real-world problems like poverty and social change. This transition represented an important step in making the discipline more relevant to the specific needs of Indian society and fostering a sense of national purpose.

183. (D) Acknowledges that our observation of reality is fallible and theory-laden.
The main difference between positivism and post-positivism is that post-positivism acknowledges that our observation of reality is always fallible and theory-laden. While it still holds that an objective reality exists, it argues that it can only be known imperfectly. Post-positivists believe that researchers' biases and the complexity of the world influence the quest for knowledge. Therefore, they emphasize constant verification and the use of multiple methods, representing a more nuanced and self-aware approach to the scientific study of psychology than traditional positivism.

184. (A) Making psychology native and rooted in the local socio-cultural context.
Indigenization in 1980s Indian psychology was about making the discipline native and rooted in the local socio-cultural context. This movement arose from a dissatisfaction with the uncritical application of Western models, which often failed to capture the nuances of Indian life. The goal was to develop theories, methods, and concepts that were culturally relevant and meaningful, drawing upon traditional wisdom and contemporary local experiences to build a psychology that truly reflects the specific challenges and realities of Indian society.

185. (B) P-2, Q-1, R-4, S-3
Indian knowledge paradigms have distinct psychological focuses. The Bhagavad Gita focuses on the psychology of action and emotional equanimity. Buddhism analyzes suffering and the path to its cessation. Sufism emphasizes the experiential path of divine love and union. Integral Yoga aims for the integration of all parts of the being for conscious evolution. Understanding these unique perspectives is essential for grasping the depth and diversity of psychological thought within the Indian tradition and its relevance to understanding the human mind and personal transformation.

186. (A) Examining colonial legacy and challenging Western-centric theories
The essence of the post-colonialism and psychology issue is examining the colonial legacy and challenging Western-centric theories. This field of study investigates how colonial rule influenced psychological thought and identity. It critiques the uncritical adoption of foreign models and emphasizes the need for cultural adaptation and the inclusion of indigenous knowledge. By addressing these issues, post-colonial psychology seeks to create a more inclusive and relevant discipline that truly reflects the experiences of people in formerly colonized nations and decolonizes the mind.

187. (D) All 1, 2, 3, 4, and 5 are correct.
Western psychology has evolved through several distinct schools and movements. Structuralism identified basic elements of consciousness, while functionalism focused on adaptive purposes. Behaviorism emphasized observable actions, and the cognitive revolution brought mental processes back into focus. Finally, multiculturalism highlighted the importance of cultural context. Each of these developments has contributed unique perspectives and methods, shaping the multifaceted nature of the discipline today. All these statements accurately reflect the major themes and transitions that have defined the history and evolution of modern Western psychology.

188. (B) Social Constructionism
A paradigm that asks how language used by therapists and clients co-constructs the understanding of a 'problem' is social constructionism. This approach posits that our understanding of reality is not a direct reflection but is created through social and linguistic practices. By focusing on the role of interaction and dialogue, researchers investigate how shared meanings are negotiated and maintained. This

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perspective emphasizes that knowledge is always shaped by the cultural and historical contexts in which we communicate, making it highly relevant for understanding therapeutic relationships.

189. (C) Religious dogma and theological frameworks
The medieval period in the West is generally seen as a time when inquiry into the human mind was constrained by religious dogma and theological frameworks. Questions about behavior and the mind were framed within a religious context, focusing on the soul and its relationship to the divine. Scientific or independent study was minimal, as the church provided the primary explanations for human nature, often interpreting mental phenomena in terms of morality, faith, or spiritual forces. This historical context hindered the development of a distinct psychological science.

190. (D) Wundt followed natural science, while Dilthey advocated for human science.
A key difference between Wundt and Dilthey's paths is that Wundt followed the model of the natural sciences, aiming for an experimental study of the mind. In contrast, Dilthey advocated for the human sciences, focusing on descriptive and interpretive understanding of lived experience. Dilthey believed that the methods used for physical objects were inappropriate for understanding human meaning and history. This distinction established two different traditions within psychology: one focused on universal laws and experimentation, and the other on qualitative interpretation and context.

191. (A) Unconscious forces and environmental stimuli
The emergence of humanistic-existential psychology was a reaction against the view of humans as being controlled by unconscious forces or environmental stimuli. Proponents argued that psychoanalysis and behaviorism were too deterministic, reducing people to passive victims of their past or their surroundings. Humanistic psychologists sought to provide a more positive view of human nature, emphasizing free will, personal growth, and the unique potential of each individual to find meaning. This movement significantly expanded the values of the psychological discipline toward a more human-centered approach.

192. (B) The discipline has had a clear and undisputed identity from the beginning.
The statement that psychology in India has had a clear and undisputed identity from the beginning is incorrect. In fact, the discipline has struggled to forge a unique identity that is both scientifically modern and culturally rooted. Its early history was largely derivative of Western psychology, leading to later movements for indigenization and social relevance. Addressing the effects of the colonial encounter and subsequent paradigmatic concerns has been a central and ongoing theme in the discipline's struggle for a meaningful and relevant identity in India.

193. (B) Both Both Statement I and Statement II are false.
Both statements provided are incorrect definitions. Ontology is actually the branch of philosophy concerned with the nature of being and reality, not the theory of knowledge. Epistemology is the branch of philosophy concerned with the theory of knowledge, including its nature, scope, and limits, rather than the nature of being. Understanding these foundational distinctions is essential for identifying the underlying logic of different research paradigms and ensuring consistency in the design and interpretation of psychological studies and theoretical frameworks.

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194. (A) Transpersonal Psychology
Indic influences on modern psychology are most clearly seen in transpersonal psychology. This school explores states of consciousness that go beyond the individual ego, incorporating spiritual and transcendent dimensions. Concepts from Indian traditions like Yoga and Buddhism regarding the nature of the self and higher states of awareness have resonated with and shaped the theories of this movement. Transpersonal psychology seeks to provide a more holistic understanding of human potential, including mystical experiences as valid areas of study within the broader academic discipline.

195. (C) They all view self-knowledge as central to well-being and transformation.
A common thread among Yoga, Bhagavad Gita, Buddhism, Sufism, and Integral Yoga is that they all view self-knowledge as central to well-being and transformation. These traditions provide different frameworks and practices designed

to facilitate a deep and profound realization of the true self. Achieving this internal clarity is considered the key to overcoming suffering and achieving psychological and spiritual growth. This focus on internal realization distinguishes these Eastern systems from many Western models that prioritize the observation and control of external behavior.

196. (D) Power and ideology
The central argument of the critical perspective is that knowledge is not neutral but is intertwined with power and ideology. Researchers within this tradition believe that societal structures often marginalize certain groups and that psychology should be used to uncover and challenge these injustices. By critiquing dominant narratives, the critical perspective aims to promote social justice and emancipation. This approach encourages psychologists to recognize the value-laden nature of their work and use their research as a tool for personal and social transformation.

197. (A) Wundt, James, Freud, Dilthey
The four founding paths can be arranged from an 'explanation' approach to an 'understanding' approach. Wundt followed a natural science model, focused on explaining mental elements. James took a pragmatic view, exploring functions. Freud used clinical observation to explain unconscious drives. Finally, Dilthey advocated for a human science approach based on understanding the meaning of lived experience. This sequence illustrates the diverse ways in which the early pathfinders approached the study of the mind, from scientific explanation to interpretive understanding of the human condition.

198. (A) Both A and R are true and R is the correct explanation of A.
Social constructionism challenges the idea of objective, universal truth by positing that what we consider 'truth' is a product of specific historical and cultural contexts. It argues that reality is co-created and maintained through language and social agreement. This means that there is no single, objective reality; instead, meanings are continuously negotiated within communities. By acknowledging the social and linguistic foundations of our knowledge, this paradigm encourages researchers to explore how power and culture shape our understanding of the world and our own identities.

199. (D) Existential Phenomenology
A case study exploring a person's subjective feelings, thoughts, and life history would be most aligned with existential phenomenology. This paradigm focuses on the individual's first-person experience and seeks to understand the meaning they find in their lives. Instead of looking for universal laws, researchers explore the detailed structures of consciousness as they are lived and perceived by the individual. This approach provides a deep and empathetic understanding of the unique psychological world of the person, prioritizing subjective meaning over abstract measurements or generalizations.

200. (A) P-3, Q-1, R-4, S-2
The development of academic psychology in India followed a chronological progression of themes. The search for social relevance characterized the 1970s, followed by the call for indigenization in the 1980s. The 1990s were marked by a disciplinary identity crisis as researchers reflected on their assumptions. Finally, the 2000s saw the formal emergence of Indian psychology in academia. This sequence highlights the major transitions and challenges that have shaped the field's history and its ongoing effort to create a culturally rooted and socially relevant identity.

201. (D) All 1, 2, 3, and 4 are correct.
Foundational figures in psychology made significant and diverse contributions. Wundt established the first experimental laboratory, Freud focused on the unconscious mind, James authored a major text on functionalism, and Dilthey argued for the human sciences. All these statements accurately reflect the major achievements and perspectives of these key individuals. Their work established multiple and often conflicting paths that have shaped the contemporary landscape of the multifaceted psychological discipline, illustrating its rich and varied intellectual origins throughout the late nineteenth and early twentieth centuries.

202. (A) Transformative knowledge and liberation
The concept of avidya and vidya highlights Indian psychology's focus on transformative knowledge and liberation. Avidya refers to ignorance, while

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vidya signifies the true knowledge of the self that leads to enlightenment. Indian traditions aim to facilitate a profound internal realization that overcomes suffering and achieves a state of lasting peace. This focus on personal transformation and liberation from ignorance distinguishes these systems from many Western models and remains a central aim of psychological and spiritual pursuit within the Indian intellectual tradition.

203. (D) Established a power dynamic where Western psychology was seen as superior and universal.
The colonial encounter is an issue for Indian psychology because it established a power dynamic where Western models were seen as superior and universal. This historical context led to the uncritical adoption of foreign frameworks and the marginalization of indigenous knowledge. As a result, the discipline in India struggled to develop a unique identity rooted in local realities. Addressing this legacy has been a central theme in subsequent movements like indigenization and post-colonial critiques, aiming to create a more culturally relevant and inclusive psychology.

204. (B) Critical perspective
The critical perspective is the Western psychological paradigm with an explicit goal of emancipation and social justice. It seeks to uncover and challenge power imbalances and social inequalities within societal structures and ideologies. Researchers within this tradition believe that knowledge is value-laden and should be used to promote social change and empower marginalized groups. By critiquing dominant narratives, this paradigm aims to facilitate personal and social transformation, reflecting a commitment to using psychology as a tool for achieving meaningful justice and human liberation.

205. (C) Statement I is false, but Statement II is true.
The 1990s in Indian psychology was not a period of confidence and consensus but was actually characterized by a disciplinary identity crisis and paradigmatic concerns. Researchers and practitioners began to doubt the relevance of the existing frameworks and questioned the field's fundamental assumptions. This period of intense self-reflection led to deep debates about the discipline's direction and its social contribution. The crisis highlighted the need for more culturally sensitive and theoretically robust models, eventually leading to the formal emergence of Indian psychology.

206. (D) The study of the nature and grounds of knowledge.
Epistemology is defined as the study of the nature and grounds of knowledge. It explores what constitutes valid understanding and how we know what we know. Within a knowledge paradigm, epistemology addresses the relationship between the knower and the known. This branch of philosophy provides the justification for the methods used to acquire knowledge and the degree of certainty we have in our findings. Understanding epistemology is fundamental for any psychological inquiry to ensure its conclusions are grounded in a sound theoretical framework.

207. (A) Mystical experiences and altered states of consciousness
The transpersonal school of thought is primarily interested in phenomena such as mystical experiences and altered states of consciousness. While other schools focus on behavior, cognition, or the unconscious, transpersonal psychology explores states that go beyond the individual ego. It seeks to provide a more holistic understanding of human potential, incorporating spiritual and transcendent dimensions. By investigating these higher states of awareness, transpersonal psychology aims to expand the scope of the discipline toward a more comprehensive exploration of human consciousness and realization.

208. (C) A is true but R is false.
While it is true that Indian traditions give primacy to self-knowledge, the claim that this is because understanding the external world is a prerequisite is false. In fact, many Indian systems emphasize that true understanding of the self is the primary goal and that worldly knowledge is secondary or even a distraction (avidya). The goal is a transformative realization of one's own nature, which is achieved through internal practices rather than just the observation of the external world, ultimately leading to liberation and enlightenment.

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209. (B) James' functionalism
William James's functionalism is the founding path most associated with a focus on adaptation and the purpose of consciousness. He sought to understand how mental processes function to help individuals adapt to their environment. This perspective was influenced by evolutionary theory and emphasized the practical utility of the mind. By moving away from identifying basic structures, functionalism highlighted the importance of consciousness as a dynamic and adaptive process, significantly shaping the development of the discipline and its focus on individual differences and practical application.

210. (A) P-4, Q-3, R-1, S-2
Different schools of Western psychology are characterized by their core areas of interest. Structuralism examines basic elements of consciousness, while functionalism looks at the adaptive purpose of mental processes. Behaviorism focuses on observable actions and learning through the environment. Gestalt psychology is concerned with the organized whole of perception. These diverse perspectives provide different frameworks for investigating and understanding the human mind and behavior, each with its own theories and research strategies that have contributed to the multifaceted nature of the discipline.

211. (C) A call for psychological theories derived from Indian cultural contexts.
The indigenization movement in 1980s Indian psychology was a call for theories derived from Indian cultural contexts. This arose from a dissatisfaction with the uncritical application of Western models, which often failed to capture the nuances of Indian life. The goal was to develop more culturally relevant and meaningful frameworks that were rooted in the specific social and cultural realities of India. This movement emphasizes the importance of valuing local knowledge and experience to build a more responsive and effective discipline for the Indian population.

212. (D) Participatory and collaborative.
The paradigm of co-operative enquiry is fundamentally participatory and collaborative. In this approach, participants are not subjects being studied but are co-researchers who work together to investigate their own experiences and challenges. The process involves a cyclical process of action and reflection, ensuring that the knowledge generated is practically relevant and grounded in the actual lives of those involved. By empowering people to be active participants, co-operative enquiry promotes meaningful learning and personal and social change within their specific communities and contexts.

213. (A) 1, 2, 3, and 4
A knowledge paradigm consists of interconnected components: ontology, epistemology, and methodology. Ontology addresses the nature of reality, epistemology addresses the relationship between the knower and the known, and methodology addresses the procedures for finding out knowledge. These elements are logically interconnected within any given paradigm to provide a consistent framework for research. A researcher cannot simply pick any combination without regard for their consistency. Understanding these foundational aspects is essential for ensuring that psychological inquiry is conducted in a rigorous and theoretically sound manner.

214. (B) Logical empiricism
The "crisis in psychology" in the West was a reaction to the perceived limitations of logical empiricism. Critics argued that this approach's strict adherence to experimental and analytical methods was too restrictive and failed to capture the richness and complexity of subjective human experience. By focusing exclusively on quantifiable and observable data, the discipline was seen as neglecting the meaningful and subjective aspects of life. This led to a search for alternative paradigms that could provide a more holistic and human-centered understanding of the mind and behavior.

215. (D) Analysis and cessation
Psychological thought in Buddhism begins with the premise of Dukkha, or suffering, and lays out a path for its analysis and cessation. The Four Noble Truths identify the causes of suffering, such as desire and attachment, and provide a systematic path to achieve liberation through mindfulness and ethical living. By understanding the nature of suffering, individuals can work toward its total extinction, reaching the state of

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Nirvana. This analytical approach emphasizes personal responsibility and the potential for mental transformation and the achievement of lasting peace.

216. (A) Uncritical acceptance of Western models leading to identity issues.
A key issue from the colonial encounter for Indian psychology was the uncritical acceptance of Western models, which led to significant disciplinary identity issues. Because foreign frameworks were promoted as universal and superior, Indian psychologists struggled to develop a unique identity rooted in their own cultural realities. This historical context created a situation where the discipline felt like a foreign science. Addressing this legacy has been a central theme in the field's development, leading to movements toward indigenization, critical self-reflection, and a more culturally sensitive approach.

217. (A) Both Statement I and Statement II are true.
The Greek heritage provided the foundational philosophical speculation on the nature of the mind and knowledge. Thinkers like Plato and Aristotle established the basic questions that would define the field. Later, during the modern period, the discipline saw the application of scientific methods to these same questions. This transition from philosophy to empirical study defines the development of academic psychology as a distinct science. By building upon its ancient roots, the discipline has evolved to study the mind and behavior using rigorous and systematic experimental and analytical methods.

218. (A) The individual's first-person account of their lived experience.
In the paradigm of existential phenomenology, the primary source of data is the individual's first-person account of their lived experience. This approach prioritizes the subjective perspective over objective measurements. Researchers seek to understand the meaning people find in their lives and the structures of their conscious experience. By focusing on detailed personal narratives, existential phenomenology provides a deep and empathetic understanding of the human world as it is perceived and understood by the person, reflecting a commitment to valuing the unique perspective of each individual.

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219. (D) Relevant to national needs
The move toward addressing social issues in 1970s Indian psychology was a shift toward making the discipline more relevant to national needs. Researchers felt that a purely academic or Western-oriented psychology was not adequately addressing India's pressing societal problems. They sought to apply psychological principles to understand and address issues like poverty and social change. This shift represented a significant step toward creating a more responsive and practically meaningful discipline that could contribute to the overall well-being and development of Indian society and its people.

220. (A) 3, 1, 2, 4
The development of academic psychology in India followed a clear chronological sequence. The move to address social issues occurred in the 1970s, followed by the movement for indigenization in the 1980s. The 1990s were then marked by paradigmatic concerns and an identity crisis as researchers reflected on their assumptions. Finally, the 2000s saw the formal emergence of Indian psychology in academia. This sequence highlights the major themes and transitions that have shaped the field's history and its ongoing struggle for a culturally rooted and socially relevant identity.

221. (C) structure; function
The main difference between structuralism and functionalism is that structuralism focused on the structure of the mind, while functionalism focused on its function. Structuralists, like Wundt, sought to identify the basic elements of conscious experience through trained introspection. In contrast, functionalists, like James, explored the adaptive purpose of mental processes and how they help individuals adapt to their environment. This shift from identifying basic components to exploring practical functions marked a significant developmental step in the history of early academic psychology and its diverse approaches to the study of the mind.

222. (D) Humanistic-Existential and Transpersonal Psychology
Indic influences on modern psychology are most pronounced in the humanistic-existential and transpersonal movements. These schools share a focus on personal growth, self-actualization, and

higher states of consciousness. Concepts from Indian traditions, such as mindfulness and the realization of the self, have resonated with and influenced the development of these Western theories. This reflects a growing recognition of the value of non-Western insights into consciousness and the self for promoting holistic well-being and understanding the full range of human potential within the broader academic discipline.

223. (A) Both A and R are true and R is the correct explanation of A.
Different knowledge paradigms like positivism and social constructionism are often in conflict because they hold fundamentally incompatible assumptions. They have different views on ontology (the nature of reality), epistemology (the nature of knowledge), and methodology (how to study). Because their underlying frameworks are so diverse, they have different standards for what counts as valid research or true knowledge. These paradigmatic differences reflect the deep philosophical diversity within the psychological discipline and provide different ways for researchers to understand and investigate the complex human mind and social world.

224. (B) Confucianism
Major systems of Eastern psychological thought often include the Bhagavad Gita, Buddhism, and Sufism. These traditions offer unique frameworks for understanding the mind, self-knowledge, and the path to psychological well-being. While Confucianism is a significant Eastern philosophical system that emphasizes ethics and social harmony, it is generally categorized separately from the specific systems traditionally highlighted as primary "Eastern systems contributing to psychological thought" in this particular context. Understanding these various traditions provides essential insight into the diverse ways different cultures have explored the nature of the human being and personal transformation.

225. (B) universality
A key aspect of the post-colonialism and psychology critique is questioning the assumed universality of psychological theories developed in the West. Critics argue that frameworks created in specific Euro-American contexts may not accurately reflect the experiences of people in other cultures. This perspective emphasizes the importance of cultural adaptation and the inclusion of indigenous knowledge. By challenging the idea that Western models are globally applicable, post-colonial psychology seeks to promote a more inclusive and culturally sensitive understanding of human behavior and decolonize the mind in formerly colonized nations.

226. (A) P-3, Q-1, R-4, S-2
Different paradigms hold distinct ontological assumptions about the nature of reality. Positivism views reality as objective and singular, while post-positivism sees it as real but only imperfectly knowable. Social constructionism argues that reality is co-created through social and linguistic practices. Existential phenomenology focuses on reality as it is perceived and experienced by the individual. Understanding these foundational assumptions is essential for identifying the underlying logic of different research approaches and ensuring consistency in the design and interpretation of psychological studies within the diverse field of modern academic inquiry.

227. (C) Ethnocentric
The emergence of multiculturalism in Western psychology represented a challenge to the discipline's ethnocentric tendency. Researchers argued that traditional theories were too narrowly based on studies of white, Western populations and could not be assumed to be universal. Multiculturalism seeks to recognize and incorporate the diverse experiences and cultural backgrounds of all people. This approach aims to make psychology more inclusive and representative, ensuring that research and practice are effective for a global population and accurately reflect the richness and variety of the human experience across different cultures.

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228. (D) Wundt
Wilhelm Wundt is credited with establishing psychology as an experimental science distinct from philosophy. By founding the first experimental laboratory in Leipzig, he provided a formal institutional home for the systematic study of the mind. Wundt's approach used trained introspection to identify the basic structures of conscious experience. This groundbreaking work established the precedent for applying

scientific methods to psychological questions, paving the way for the subsequent development of diverse schools of thought and the recognition of psychology as a legitimate and independent scientific discipline within the academic community.

229. (D) All 1, 2, 3, 4, and 5 are correct.
The development of Indian psychology involved several key stages. The post-independence era was marked by Western models, followed by a move toward social relevance in the 1970s and indigenization in the 1980s. The 1990s saw a disciplinary identity crisis, and the 2000s witnessed the emergence of Indian psychology in academia. All these statements accurately reflect the major themes and transitions that have shaped the field's history. This sequence highlights the ongoing struggle for a culturally rooted and socially relevant identity, illustrating the complex intellectual evolution of the discipline within India.

230. (B) The path of selfless action (Karma Yoga) and achieving equanimity.
The primary focus of the Bhagavad Gita's psychological teaching is on the path of selfless action, known as Karma Yoga, and achieving emotional equanimity. Krishna's guidance to Arjuna emphasizes performing one's duties without being swaying by desire or attachment to the results. By maintaining mental stability and clarity, individuals can act purposefully in the face of conflict. This teaching provides a profound model for managing emotional distress and achieving a state of lasting peace, highlighting the importance of focused and detached action for both personal well-being and social responsibility.

231. (D) The transformative knowledge leading to self-realization and liberation
In Indian psychology, the concept of vidya refers to transformative knowledge leading to self-realization and liberation. It is distinguished from mundane information or worldly understanding, which is often called avidya. Vidya involves a deep and profound realization of the true nature of the self and ultimate reality. This knowledge is not just an intellectual exercise but is a practical path toward enlightenment and freedom from suffering. Achieving vidya is considered the highest goal of psychological and spiritual pursuit, leading to mental clarity and perfect peace.

232. (C) Statement I is true, but Statement II is false.
The critical perspective in psychology indeed seeks to uncovering and challenging power imbalances and social inequalities. Therefore, the first statement is true. However, researchers working from this perspective would not view research as a neutral, value-free activity. Instead, they believe that all knowledge is value-laden and that psychology should be used as a tool for social change and emancipation. Consequently, the second statement regarding neutrality is false within the framework of this paradigm, which emphasizes the active role of researchers in promoting social justice and challenging the status quo.

233. (C) behavior; mind
The cognitive revolution is so-named because it was a shift in focus from purely observable behavior back to the mind and internal mental processes. This movement challenged the dominance of behaviorism by demonstrating that internal states could be studied scientifically using experimental methods. Cognitive psychologists investigated topics like memory, thought, and language, providing a more comprehensive understanding of the human being. By re-introducing the mind as a valid area of study, the cognitive revolution fundamentally changed the direction of psychological research and led to contemporary theories and clinical applications.

234. (A) The integration and transformation of all parts of the human consciousness.
Integral Yoga is primarily concerned with the integration and transformation of all parts of human consciousness. Developed by Sri Aurobindo, this system provides a comprehensive framework for the evolution and realization of the entire being—physical, mental, and spiritual. It aims for a holistic transformation of the individual, going beyond traditional paths that may focus on only one aspect of the self. Integral Yoga offers a sophisticated psychological model for understanding the potential for conscious growth and the achievement of a higher state of existence and spiritual unity.

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235. (D) Understanding and interpretation
Wilhelm Dilthey's 'Geisteswissenschaften' or human sciences refers to a domain of knowledge requiring a methodology based on understanding and interpretation. He argued that human life is characterized by meaning and historical context, which cannot be captured by the universal laws of the natural sciences. Instead, researchers must seek to understand the inner richness of lived experience from within. This perspective established the philosophical foundation for many qualitative and interpretive approaches in psychology, emphasizing the importance of meaning, context, and the subjective perspective for understanding the human condition.

236. (B) Social Constructionist
A psychologist studying how gender stereotypes are perpetuated through everyday conversations is adopting a social constructionist paradigm. This approach posits that our understanding of reality is not a direct reflection but is created through social and linguistic practices. By focusing on the role of language and interaction, the researcher investigates how shared meanings are negotiated and maintained within a specific group. This perspective emphasizes that knowledge and identities are always shaped by the cultural and historical contexts in which we communicate, making it highly relevant for understanding social dynamics.

237. (C) 1990s
The issue of a 'lack of distinct disciplinary identity' for psychology in India became particularly prominent during the 1990s. This decade was marked by intense self-reflection and paradigmatic concerns, as researchers and practitioners began to doubt the relevance of the Western models they were using. This period of soul-searching led to deep debates about the discipline's purpose, methods, and fundamental assumptions in the Indian context. The crisis highlighted the need for a more culturally rooted and socially relevant identity, setting the stage for the formal emergence of Indian psychology.

238. (A) Both A and R are true and R is the correct explanation of A.
The humanistic-existential movement is called the 'third force' because it emerged as a reaction against the deterministic views of psychoanalysis and the mechanistic views of behaviorism. Proponents argued that these schools ignored the unique potential and free will of the individual. Humanistic psychologists sought to provide a more positive view of human nature, emphasizing personal growth and self-actualization. This movement significantly expanded the values of the psychological discipline, providing a human-centered alternative that remains a central pillar of contemporary psychological thought and various clinical and educational practices.

239. (A) Mainstream Western psychology's focus on behavior and mental processes for prediction and control.
The primacy of self-knowledge distinguishes Indian psychology from mainstream Western psychology's focus on behavior and mental processes for prediction and control. Indian traditions emphasize a deep, internal realization of the true self as the key to well-being and liberation. This transformative goal goes beyond the objective observation and explanation of actions or internal states. By prioritizing personal transformation through self-understanding, Indian systems offer a different aim for psychological inquiry that is centered on achieving lasting peace and the realization of one's fundamental nature and consciousness.

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240. (B) Social Relevance → Indigenization → Identity Crisis
The development of academic psychology in India followed a clear sequence: social relevance in the 1970s, indigenization in the 1980s, and a disciplinary identity crisis in the 1990s. This flow of ideas reflect the discipline's ongoing struggle to find its own voice and relevance. Initial efforts toward social application led to the recognition of the need for cultural rooting, which then spurred deep debates about the field's fundamental assumptions. This sequence illustrates the complex intellectual journey of Indian psychologists as they worked to create a more meaningful and relevant discipline.

241. (B) Reality is objective and 'out there' to be discovered.
The ontological position of positivism is that reality is objective and exists 'out there' independent of our minds, waiting to be discovered. This paradigm assumes that the world is governed by

universal laws that can be uncovered through empirical observation and scientific methods. Positivists believe in a single, objective truth and rely on objective measurement and quantifiable data to build an accurate understanding of reality. This foundational assumption guides their choice of experimental methods and their search for verifiable, generalizable findings that can explain psychological phenomena and behavior systematically.

242. (A) diverse and pluralistic
The "four founding paths" of Wundt, Freud, James, and Dilthey highlight the diverse and pluralistic nature of early academic psychology. Each pathfinder proposed different methods and subject matters, from experimental labs and clinical observation to pragmatic functionalism and interpretive understanding. This variety established multiple foundational frameworks rather than a single unified approach. This diversity reflects the complex intellectual origins of the discipline and the different ways in which researchers have attempted to investigate and understand the human mind and behavior since the field's formal inception in the late nineteenth century.

243. (C) The path of love ('Ishq') and annihilation of the self ('fana') in God
Psychological thought in Sufism is characterized by its emphasis on the path of love, or Ishq, and the ultimate annihilation of the ego, known as fana, in the presence of God. This mystical transformation involves the purification of the heart and the overcoming of the individual self to achieve unity with the divine. Sufism provides unique insights into the nature of the ego and the potential for profound psychological and spiritual growth through devotion and experiential realization, distinguishing it as a sophisticated model for internal realization and transformation.

244. (D) Have fundamentally incompatible assumptions about the world and how to study it.
Paradigmatic controversies arise because different frameworks have fundamentally incompatible assumptions about the world and how to study it. These differences in ontology, epistemology, and methodology mean that what counts as valid research or true knowledge in one paradigm may be rejected by another. Because these assumptions are often implicit and deeply held, resolving disagreements between paradigms is challenging. These controversies reflect the underlying philosophical diversity of the discipline and the different ways in which researchers understand and investigate the human mind and behavior across various cultural and scientific contexts.

245. (A) Both Statement I and Statement II are true.
Indian psychology in the post-independence era was indeed characterized by an expansion based on Western models, with curricula and research methods often copied from abroad. However, critiques of these models later led to strong calls for indigenization in India during the 1980s. Psychologists recognized that foreign frameworks did not always capture the nuances of Indian life. Both statements accurately reflect this historical transition, highlighting the discipline's evolution from a derivative science toward one that seeks to be culturally relevant and rooted in local social and cultural realities.

246. (B) Dilthey's approach to human sciences / Existential Phenomenology
Dilthey's approach to the human sciences and the paradigm of existential phenomenology are both concerned with the 'verstehen' or interpretive understanding of human experience. They prioritize the internal richness of lived experience and the meaning individuals find in their lives. Instead of looking for universal laws, these approaches seek to understand the human condition from within, emphasizing context and subjective perspective. This descriptive and interpretive methodology provides a deep understanding of the human world as it is actually perceived and lived by individuals, focusing on meaning over abstract explanation.

247. (D) Elitist and disconnected from societal problems
The move toward addressing social issues in 1970s India was a critique of psychology for being too elitist and disconnected from societal problems. Researchers felt that a purely Western-oriented discipline was not addressing the needs of the Indian population. They sought to make the field more socially relevant by applying psychological principles to real-world issues like

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poverty and national development. This shift represented a significant step toward creating a more responsive and practically meaningful psychology, demonstrating a commitment to making the discipline a tool for improving the lives of individuals and society.

248. (B) The interconnected philosophical foundations of any research paradigm.
Ontology, epistemology, and methodology are best described as the interconnected philosophical foundations of any research paradigm. Ontology deals with reality, epistemology with the nature of knowledge, and methodology with the procedures for finding out. These elements are logically linked and provide a consistent framework for research. Understanding these foundational aspects is essential for any psychological inquiry to ensure its conclusions are grounded in a sound theoretical framework and that the research design and interpretation of findings are consistent with the underlying assumptions of the chosen paradigm.

249. (C) Yogic Psychology
Western schools of psychology include Gestalt, behaviorism, and functionalism. These traditions developed primarily in Europe and North America, focusing on empirical methods and scientific inquiry. Yogic psychology, while offering deep psychological insights, is an indigenous Indian system rooted in traditional philosophical and spiritual practices. It is categorized as an Eastern system rather than a Western school of thought. Understanding this distinction is essential for identifying the diverse intellectual traditions that have contributed to the global understanding of the mind and personal transformation throughout history and across various cultures.

250. (A) Extinction of suffering and the cycle of rebirth.
Buddhism identifies the primary goal of psychological and spiritual development as the attainment of Nirvana. This state represents the ultimate cessation of suffering and the termination of the cycle of rebirth. It is achieved through the elimination of desire, ignorance, and attachment. This liberation signifies a profound transformation of consciousness, where the individual transcends the causes of psychological distress and enters a state of perfect peace. Achieving Nirvana is considered the highest aim of the Buddhist path, providing a model for ultimate realization and liberation from pain.

251. (B) Nishkama Karma
Nishkama Karma represents a central psychological framework within the Bhagavad Gita, advocating for the performance of one's duties without being bound by personal desire for specific results. This approach facilitates mental stability by reducing the emotional turmoil often associated with success or failure. By focusing on the action itself, practitioners achieve a state of psychological equilibrium and inner liberation.

252. (A) The experience of Dukkha (suffering)
Buddhism initiates its comprehensive psychological system by identifying human suffering, known as Dukkha, as the fundamental challenge of existence. This diagnosis serves as the starting point for a pragmatic methodology aimed at mental transformation. Through the Four Noble Truths, the system provides a pathway to mitigate this suffering by addressing its origins through ethical conduct, discipline, and profound wisdom.

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253. (C) The existence of a permanent, unchanging ego
The concept of Anatta is fundamental to Buddhist psychology, directly challenging the conventional belief in a permanent, independent, and unchanging ego or self. This perspective posits that the sense of a stable identity is an illusion formed by various mental and physical processes. Understanding this absence of a fixed self is essential for achieving mental clarity and liberation from suffering.

254. (D) They offer pragmatic methodologies for psychological transformation.
Both the Bhagavad Gita and Buddhist systems are characterized by their practical orientation, offering specific techniques for achieving profound psychological transformation and well-being. Rather than remaining purely theoretical, these traditions provide actionable frameworks such as meditation and ethical conduct. These methods are designed to help individuals cultivate emotional stability, mental discipline, and a deeper understanding of the human condition.

255. (C) achieving liberation and well-being through internal transformation.
Eastern psychological systems are distinguished by their primary emphasis on internal transformation as a means to achieve liberation and lasting well-being. Unlike Western approaches that may prioritize external stimuli or standardized metrics, these traditions focus on the cultivation of insight, self-discipline, and wisdom. This internal focus allows practitioners to transcend mental suffering and attain a state of psychological equilibrium.

256. (B) 'Hal' is a transient spiritual state, whereas 'maqam' is a more permanent stage achieved through discipline.
In Sufi psychology, the distinction between Hal and Maqam relates to the nature of spiritual experiences during the purification of the self. Hal refers to transient emotional or spiritual states granted through grace, whereas Maqam represents more stable and permanent stages of development achieved through disciplined effort. Navigating these inner states typically requires the guidance of a spiritual master.

257. (D) nafs
The core psychological objective in Sufism involves the systematic purification of the nafs, which represents the self or ego. This transformative process is designed to bring the individual closer to the divine by overcoming lower desires and negative traits. The journey is structured through various spiritual states and stages, demanding significant discipline and the mentorship of a spiritual guide.

258. (A) To bring the higher consciousness of the Supermind down to transform all aspects of life.
Sri Aurobindo's Integral Yoga seeks the evolution of human consciousness through a triple transformation involving the psychic, spiritual, and supramental dimensions. The ultimate goal is to bring the higher consciousness of the Supermind down to transform the mind, life, and physical body. This process aims to integrate matter and spirit, eventually leading to the manifestation of a divinized life.

259. (C) true individual self that develops behind the ego.
Within the framework of Integral Yoga, the psychic being is conceptualized as the true, underlying individual self that develops behind the surface personality and ego. It serves as a focal point for spiritual growth and integration throughout the evolutionary process. This entity acts as the essential core that guides the triple transformation toward higher consciousness and a divinized human existence.

260. (A) Integral Yoga seeks to integrate matter and spirit, implying a contrast with a more ascendant Sufi path.
A defining feature of Sri Aurobindo's Integral Yoga is the synthesis of matter and spirit, rather than rejecting the physical world for spiritual transcendence. While both systems aim for spiritual growth, Integral Yoga explicitly seeks to bring higher consciousness down into all aspects of physical life. This contrasts with other paths emphasizing an ascendant spiritual focus.

261. (D) Emulation of British colonial experimental models.
During the pre-independence era, academic psychology in India was heavily modeled after the British colonial education system. The discipline prioritized experimental methods and research agendas that mirrored early European curricula rather than addressing local contexts. This period was characterized by a close alignment with Western scientific standards, establishing the foundation of the field as a derivative of colonial academic structures.

262. (B) the realization that Western models were ill-suited for Indian social issues.
The 1970s marked a significant transition in Indian psychology as scholars recognized that borrowed Western frameworks were insufficient for addressing the country's unique social challenges. This realization prompted a shift toward research that was more socially relevant, focusing on issues like poverty and national development. Consequently, psychologists began prioritizing community-based problems over the uncritical replication of Western experimental paradigms.

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263. (C) a conscious effort to develop psychology rooted in Indian traditions.
The indigenization movement of the 1980s represented a conscious effort by Indian psychologists to develop theories and methods rooted in indigenous philosophical and cultural traditions. This movement sought to break away from the dominance of Western paradigms by emphasizing local knowledge systems. It aimed to create a foundational psychological science that accurately reflected the unique social and cultural realities of India.

264. (D) American psychological models.
Following independence but prior to the 1970s, academic psychology in India shifted its primary alignment from British colonial models toward American psychological frameworks. This period was characterized by the adoption of Western concepts and methodologies as they gained global prominence. The discipline continued to function largely as an extension of international trends, with limited focus on indigenous or socially specific applications.

265. (A) colonial imitation to social relevance to indigenization.
The development of academic psychology in India followed a clear progression beginning with the imitation of British colonial models. This was followed in the 1970s by a period of seeking social relevance to address national issues. Finally, the 1980s saw the rise of the indigenization movement, which focused on grounding psychological thought in indigenous cultural and philosophical traditions.

266. (B) A period of paradigmatic concerns and a disciplinary identity crisis.
During the 1990s, academic psychology in India experienced intense paradigmatic concerns that led to a significant disciplinary identity crisis. Scholars began critically questioning the relevance of Western-derived models and debated the future direction of the field. This period of intellectual ferment was essential in challenging the dominance of imported theories and exploring the possibility of developing a more distinct path.

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267. (B) deriving psychological knowledge directly from Indian thought and traditions.
The 2000s marked a new phase characterized by the concerted effort to derive psychological knowledge directly from classical Indian thought and traditions. This approach moved beyond simply adapting Western tools to the local population, seeking instead to establish a body of knowledge rooted in indigenous systems. It represented a maturation of the field, fostering a more authentic academic identity in India.

268. (A) the dominance of Western epistemologies and marginalization of indigenous knowledge.
The colonial encounter remains a central issue in Indian psychology because it established the historical dominance of Western epistemologies within the country's academic institutions. This legacy resulted in the marginalization of indigenous knowledge systems and traditional psychological thought. Deconstructing this influence is considered necessary for the field to address its lack of a distinct identity and to integrate local perspectives.

269. (C) deconstruct the historical dominance of Western psychology.
Using a postcolonial perspective in psychology allows scholars to critically deconstruct the historical dominance of Western paradigms. This analytical lens helps identify how colonial influences have shaped the discipline's development and marginalize indigenous knowledge. By examining these power structures, psychologists can work toward creating a more inclusive and representative field that honors both local traditions and modern scientific inquiry.

270. (D) A lack of a distinct disciplinary identity.
The ongoing tension between Western academic inheritance and indigenous cultural roots has resulted in a lack of a distinct disciplinary identity for psychology in India. The field continues to grapple with its relationship to both imported frameworks and classical traditions. This persistent concern reflects the struggle to create a unified and relevant psychological system that effectively integrates these diverse influences.

271. (C) His inquiries into memory, sensation, and the mind-body relationship.
Aristotle's contributions to psychology are significant due to his empirical inquiries into mental processes such as memory, sensation, and dreams. By examining the intricate relationship between the mind and the physical body, he laid the groundwork for a naturalistic approach to understanding human behavior. This shift from pure speculation toward observation served as a vital foundation for future scientific study.

272. (B) Its exploration was primarily guided by religious doctrine.
During the medieval period, the study of the mind was primarily subsumed under theology and scholastic philosophy. Unlike the Greek focus on inquiry or the modern emphasis on reason, medieval exploration was strictly guided by religious doctrine. The soul remained a central topic of interest, but its examination was framed by spiritual beliefs rather than independent scientific or naturalistic observation.

273. (D) separated the mind for philosophical study and the body for scientific study.
René Descartes' theory of mind-body dualism significantly influenced psychology by separating the non-physical mind from the mechanical physical body. This distinction allowed for the independent scientific study of the body and the philosophical exploration of the mind. By conceptualizing the body as a machine, Descartes created the intellectual space necessary for physiological and later experimental approaches to human behavior.

274. (A) primarily shaped by experience and environment.
The concept of tabula rasa, proposed by John Locke, suggests that the human mind is born as a blank slate without innate knowledge. According to this empiricist view, all ideas and mental content are formed through sensory experience and interaction with the environment. This perspective directly influenced later psychological theories that emphasize the importance of learning and external factors.

275. (C) philosophical speculation to theological subordination to a renewed empirical focus.
The history of Western psychology follows a progression from early philosophical speculation during the Greek era to a period of theological subordination in the medieval age. This was followed by a shift toward renewed empirical focus during the Renaissance and scientific revolution. This trajectory eventually led to the formal establishment of psychology as an independent discipline characterized by reason and observation.

276. (A) analyze consciousness into its basic constituent elements.
Structuralism aimed to analyze the human consciousness by breaking it down into its most basic constituent elements, such as sensations, feelings, and images. Influenced by chemistry, this school of thought sought to understand the fundamental structure of mental experience. Researchers utilized controlled introspection to identify these components, attempting to map the building blocks of the mind in a systematic way.

277. (D) narrow focus on the structure of consciousness rather than its function.
Functionalism emerged as a direct reaction against Structuralism, criticizing its narrow focus on the static structure of consciousness. Functionalists were more interested in understanding the purpose and utility of mental processes in helping individuals adapt to their environment. This perspective broadened the field of psychology to include practical areas such as education, child development, and animal behavior research.

278. (B) Gestalt psychology
Gestalt psychology introduced the revolutionary idea that psychological experience should be understood as an organized whole rather than a collection of individual parts. This school of thought argued that the totality of perception possesses qualities that cannot be found in its isolated elements. By focusing on holistic experience, Gestalt theorists challenged the elemental approach of earlier structuralist psychology.

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279. (C) the role of the unconscious mind and early childhood experiences.
Sigmund Freud's Psychoanalytical theory placed a profound emphasis on the influence of the unconscious mind and early childhood experiences on human behavior. This perspective suggests that repressed desires and unresolved conflicts significantly shape personality and psychological health. By exploring these hidden mental processes, Psychoanalysis offered a radical departure from the contemporary focus on observable behavior or the structure of consciousness.

280. (D) controlled introspection.
Controlled introspection was the primary methodological tool used by Structuralists to study the basic elements of consciousness. This technique required trained observers to carefully examine and report their internal sensations, feelings, and images in response to specific stimuli. By standardizing these subjective reports, early psychologists hoped to achieve a scientific understanding of the mind's fundamental components and organization.

281. (A) study only observable behavior and reject the study of the mind.
Behaviorism's core principle asserts that psychology must be the science of observable behavior only, explicitly rejecting the study of internal mental states. This perspective argues that subjective experiences like consciousness are unscientific and cannot be measured accurately. Instead, the focus is placed on learning through conditioning and the predictable relationships between external stimuli and an organism's measurable responses.

282. (B) Behaviorism and Psychoanalysis
The Humanistic-Existential perspective is known as the third force because it developed as a reaction against the perceived limitations of Behaviorism and Psychoanalysis. It rejected the deterministic and dehumanizing views of these schools, instead emphasizing human potential, free will, and self-actualization. This approach shifted the focus toward the importance of subjective experience and the individual's inherent capacity for growth.

283. (B) It brought the scientific study of internal mental processes back into focus.
The primary contribution of the Cognitive Revolution was the reintroduction of the scientific study of internal mental processes into psychology. Moving away from behaviorist constraints, researchers began investigating memory, thinking, and language. Using the computer as a metaphor, they explored how the mind processes information, effectively reintegrating the study of the mind into the framework of empirical scientific inquiry.

284. (A) spiritual, transcendent, and mystical experiences.
Transpersonal psychology is characterized by its inclusion of the spiritual, transcendent, and mystical dimensions of the human experience. It extends beyond the focus of mainstream psychology to explore states of consciousness that go beyond the individual ego. This perspective acknowledges that spiritual development and transcendent experiences are essential components of human psychology that require scientific and philosophical investigation.

285. (C) The period following the Cognitive Revolution.
The rise of multiculturalism is closely associated with the period following the Cognitive Revolution. As psychologists focused more on internal mental processes, they recognized the importance of understanding how cultural diversity influences cognition and behavior. This shift led to a broader appreciation of the varied ways people from different backgrounds experience the world, fostering a more inclusive and global perspective.

286. (D) Wilhelm Wundt
Wilhelm Wundt is recognized for establishing psychology as an experimental natural science. He pioneered the use of controlled laboratory methods to systematically dissect and analyze the contents of the human mind. By applying the rigor of the natural sciences to psychological questions, Wundt provided the foundational methodology that allowed the discipline to emerge as an independent and formal academic field.

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287. (C) human science (Geisteswissenschaften) focused on understanding.
Wilhelm Dilthey argued that psychology should be classified as a human science, or Geisteswissenschaften, rather than a natural science. He emphasized that the goal of the human sciences is to achieve a deep understanding of lived experience, whereas the natural sciences focus on causal explanation. His work provided a philosophical basis for qualitative methods that respect the richness of human consciousness.

288. (B) A pragmatic and functionalist concern with adaptation.
The psychological path established by William James is defined by a pragmatic and functionalist approach. He was primarily concerned with the utility and purpose of consciousness in helping individuals adapt to their real-life environments. Instead of focusing on the structure of the mind, James emphasized how mental processes function to ensure survival and successful navigation of the human experience.

289. (D) the experimental-analytical paradigm.
The crisis in 20th-century psychology was largely attributed to a dogmatic adherence to the experimental-analytical paradigm, also known as logical empiricism. This rigid focus on quantitative methods was criticized for its inability to fully capture the complexity and depth of human experience. Critics argued that this narrow approach limited the discipline's scope, preventing a comprehensive understanding of human consciousness.

290. (A) both highlight the need for methods that go beyond simple explanation to achieve understanding.
The critique of logical empiricism aligns with Dilthey's earlier work by highlighting the necessity for methodologies that move beyond simple causal explanation. Both perspectives emphasize that a truly comprehensive psychology must aim for a deeper understanding of human experience. This recognition underscores the limitations of the experimental-analytical paradigm and supports the inclusion of more diverse, human-centered approaches to inquiry.

291. (C) Epistemology
Epistemology is the branch of a knowledge paradigm that specifically addresses the theory of knowledge and the question of how reality can be known. It explores the relationship between the inquirer and what can be known, determining the validity and scope of our understanding. This component is essential for defining the standards and limits of knowledge within any psychological framework.

292. (A) An objective reality exists independently of our perception.
The ontological position of Positivism maintains that an objective reality exists independently of human perception and can be discovered through empirical observation. This view asserts that the world is composed of observable facts that are governed by universal laws. Consequently, researchers aim to produce value-free knowledge by maintaining a detached and objective stance toward the phenomena they are investigating.

293. (D) Post-Positivism accepts that objective reality can only be known imperfectly and probabilistically.
Post-Positivism differs from Positivism by adopting a critical realist ontology, which suggests that while an objective reality exists, it can only be known imperfectly and probabilistically. This perspective acknowledges that human observation is fallible and often influenced by existing theories. Therefore, knowledge is seen as a close approximation of reality rather than an absolute or perfectly objective truth.

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294. (B) to create knowledge that is emancipatory and challenges oppression.
The primary objective of knowledge acquisition within a Critical perspective is to produce emancipatory knowledge that uncovers and challenges structures of oppression. This paradigm rejects the notion of value-free research, instead viewing reality as shaped by historical, social, and political power dynamics. The ultimate aim is to empower individuals and groups by exposing the underlying forces that contribute to inequality.

295. (C) The Critical perspective
An ontology of historical realism is the defining characteristic of the Critical perspective. This

viewpoint assumes that reality is not an objective constant but is shaped over time by various social, political, economic, and cultural power structures. Researchers within this paradigm aim to deconstruct these influences to understand how they impact human experience and to foster social change and liberation.

296. (D) Social Constructionism
Social Constructionism is characterized by a relativist ontology, which posits that multiple realities are constructed through social interaction and the use of language. This paradigm suggests that knowledge is not a reflection of an objective truth but is a communal product of specific social groups. Consequently, reality is seen as fluid and dependent on the cultural and historical context.

297. (A) understanding an individual's subjective, lived experience.
Existential Phenomenology focuses on the individual's subjective, lived experience, often referred to as the lifeworld. Its primary goal is to understand the essential nature of conscious experience from a first-person perspective. By examining how individuals perceive and give meaning to their world, this paradigm seeks to capture the richness of human existence that quantitative and objective methods might overlook.

298. (B) True knowledge or spiritual wisdom
In Indian psychological paradigms, vidya represents true knowledge or spiritual wisdom, which is distinguished from transactional or worldly information. This concept emphasizes a profound, direct understanding of the self and reality that transcends ordinary sensory perception. Achieving vidya is considered the ultimate goal of psychological growth, leading to internal transformation and liberation from the ignorance associated with the ego.

299. (B) a methodology of collaborative research.
Co-operative Enquiry is distinct because it is primarily described as a methodology where researchers and participants collaborate as equal co-inquirers. This approach blends the process of gaining knowledge with the act of taking action to explore a shared question. It moves away from the traditional subject-object research relationship, fostering a more inclusive and practical way of understanding human experience.

300. (A) To transform the self through a profound, direct understanding.
According to Indian psychology, the primacy of self-knowledge points toward the ultimate goal of transforming the self through a profound and direct understanding of one's true nature. This process of internal change is seen as more significant than merely acquiring objective information about the world. This transformation leads to liberation from ignorance and the achievement of lasting psychological equilibrium.

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CHAPTER 02
Research Methodology and Statistics

1. Which of the following best defines research in a scholarly context?
(A) A casual search for information on a topic of interest for personal knowledge.
(B) A systematic inquiry conducted to discover or revise facts, theories, and applications.
(C) The process of summarizing existing literature without providing any new insights.
(D) A personal opinion or belief supported by various forms of anecdotal evidence.

2. Given below are two statements regarding research problems:
Statement I: A good research problem should be feasible in terms of time, resources, and expertise.
Statement II: A research problem is always derived from a well-established theory.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

3. In a quantitative research paradigm, what is the primary nature of data collected?
(A) Narrative accounts and textual descriptions.
(B) Subjective experiences and interpretations.
(C) Numerical values and statistical figures.
(D) Symbolic artifacts and cultural observations.

4. A researcher wants to study the effect of a new teaching method on student performance. She divides a class into two groups; one receives the new method and the other continues with the old one. In this study, the teaching method is the:
(A) Dependent variable.
(B) Extraneous variable.
(C) Control variable.
(D) Independent variable.

5. Match List I with List II.
List I: (Research Method)
P. Ethnography
Q. Phenomenology
R. Case Study
S. Grounded Theory
List II: (Primary Focus)
1. In-depth investigation of a single unit
2. Understanding the lived experience of individuals
3. Developing a theory from data
4. Immersive study of a cultural group
Codes:
(A) P-4, Q-2, R-1, S-3
(B) P-3, Q-4, R-2, S-1
(C) P-4, Q-1, R-3, S-2
(D) P-1, Q-2, R-4, S-3

6. Which of the following statements about measures of central tendency is correct?
(A) The mean is the most appropriate measure for skewed data distributions.
(B) The median is less affected by extreme scores than the mean.
(C) The mode is the score that divides a distribution exactly in half.
(D) The mean, median, and mode are always identical in any distribution.

7. Which of the following is NOT a characteristic of the Normal Probability Curve?
(A) It is symmetrical around the mean.
(B) The mean, median, and mode coincide.
(C) The tails are asymptotic to the horizontal axis.
(D) It is bimodal.

8. All of the following are non-parametric tests EXCEPT:
(A) Independent samples t-test
(B) Mann-Whitney U test
(C) Kruskal-Wallis test
(D) Wilcoxon Signed-rank test

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9. A social psychologist conducts a study in a real-world setting, like a school or a workplace, to understand behavior as it naturally occurs. This type of research is best described as a:
(A) Laboratory experiment.
(B) Case study.
(C) Field study.
(D) Historical analysis.

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In an experimental design, random assignment of participants to groups is crucial.
Reason (R): Random assignment helps to ensure that the groups are equivalent on all relevant variables before the experimental manipulation is introduced.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

11. An operational definition of "anxiety" for a research study would be:
(A) A subjective feeling of worry and unease.
(B) The psychological construct of fear and apprehension.
(C) The general human condition of existential dread.
(D) A score on the State-Trait Anxiety Inventory.

12. A study that combines quantitative survey data with qualitative in-depth interviews to get a more comprehensive understanding of a phenomenon is using a:
(A) Purely quantitative approach.
(B) Mixed methods approach.
(C) Purely qualitative approach.
(D) Longitudinal approach.

13. What is the primary purpose of conducting a power analysis before a study?
(A) To determine the statistical significance of the results.
(B) To calculate the effect size of the intervention.
(C) To determine the appropriate sample size needed to detect a real effect.
(D) To check the assumptions of the statistical test being used.

14. Which correlation coefficient is most appropriate for measuring the relationship between two true dichotomous variables?
(A) Point biserial coefficient.
(B) Biserial coefficient.
(C) Tetrachoric coefficient.
(D) Phi coefficient.

15. Consider the following statements about ethical principles in conducting research:
(P) Ensuring voluntary participation and informed consent.
(Q) Maximizing potential harm to participants to test the hypothesis robustly.
(R) Maintaining confidentiality and anonymity of participants.
(S) Fabricating data to support the research hypothesis.
Which of the above statements are correct?
(A) P and R only
(B) P, Q, and R
(C) Q and S only
(D) P and S only

16. The measure of dispersion that represents the average of the squared deviations from the mean is called:
(A) Range.
(B) Variance.
(C) Standard deviation.
(D) Interquartile range.

17. A research design that involves studying a group of individuals who share a common characteristic (e.g., birth year) over a long period is known as a:
(A) Cross-sectional study.
(B) Cohort study.
(C) Case study.
(D) Experimental study.

18. What is the defining characteristic of a quasi-experimental design?
(A) Lack of random assignment to conditions.
(B) Manipulation of the independent variable.
(C) Use of a control group.
(D) Collection of data in a naturalistic setting.

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19. Given below are two statements regarding hypotheses:
Statement I: A null hypothesis (H0) states that there is no relationship or difference between variables.
Statement II: A directional hypothesis predicts the specific nature of the relationship or difference.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

20. Arrange the following steps of the research process in the correct chronological order:
(P) Data collection
(Q) Formulation of research problem
(R) Data analysis and interpretation
(S) Development of hypothesis
(T) Literature review
(A) Q, T, S, P, R
(B) T, Q, S, P, R
(C) Q, S, P, T, R
(D) S, T, Q, R, P

21. A researcher uses a survey to collect data. Which of the following methods are types of surveys?
(A) Observation and ethnography.
(B) Experiment and quasi-experiment.
(C) Interviews and questionnaires.
(D) Case studies and narratives.

22. The non-parametric equivalent of a one-way ANOVA is the:
(A) Mann-Whitney U test.
(B) Kruskal-Wallis test.
(C) Friedman test.
(D) Sign test.

23. When a researcher's presence and actions influence the behavior of the participants they are studying, this is known as:
(A) The Hawthorne effect.
(B) The placebo effect.
(C) The Rosenthal effect.
(D) The observer effect.

24. A study that focuses on understanding the "lived experience" of individuals regarding a specific phenomenon is employing which qualitative research method?
(A) Phenomenology.
(B) Grounded theory.
(C) Ethnography.
(D) Case study.

25. A researcher wants to assess the relationship between gender (Male/Female) and passing a test (Pass/Fail). Consider the following statistical techniques:
(P) Independent samples t-test
(Q) Phi coefficient
(R) Pearson product-moment correlation
(S) Mann-Whitney U test
(T) Simple linear regression
Which of the above techniques is most appropriate?
(A) P only
(B) Q only
(C) R and T
(D) S and P

26. What does "effect size" in statistical analysis indicate?
(A) The magnitude or strength of a relationship or phenomenon.
(B) The probability that the null hypothesis is true.
(C) The number of participants in a study.
(D) The level of statistical significance achieved.

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27. Which of the following is an example of a variable?
(A) The number 3.14159.
(B) All participants in a study.
(C) The city where a study is conducted.
(D) The age of participants in a study.

28. Which of the following statements about sampling is incorrect?
(A) Probability sampling allows for generalization of findings to the population.
(B) Convenience sampling is a type of probability sampling.
(C) Stratified sampling involves dividing the population into subgroups.
(D) In simple random sampling, every member of the population has an equal chance of being selected.

29. A time series design is characterized by:
(A) Comparing different groups at a single point in time.
(B) In-depth analysis of a single individual over their lifetime.
(C) Taking multiple measurements of a variable over a period of time.
(D) Randomly assigning participants to different time-related conditions.

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Factor analysis is a data reduction technique.
Reason (R): It identifies underlying latent variables or factors that explain the pattern of correlations within a set of observed variables.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

31. If a researcher wants to predict a student's final exam score (a continuous variable) based on their hours of study and previous GPA (both continuous variables), which technique is most suitable?
(A) Multiple regression.
(B) One-way ANOVA.
(C) Factor analysis.
(D) MANOVA.

32. The process of assigning numerals to objects or events according to rules is known as:
(A) Scaling.
(B) Measurement.
(C) Ranking.
(D) Coding.

33. Which of the following represents an incorrect pair of a parametric test and its non-parametric counterpart?
(A) Independent Samples t-test – Mann-Whitney U test
(B) Pearson Correlation – Friedman test
(C) Paired Samples t-test – Wilcoxon Signed-rank test
(D) One-Way ANOVA – Kruskal-Wallis test

34. A qualitative research method that involves the systematic generation of theory from data that is itself systematically obtained from social research is:
(A) Grounded theory.
(B) Phenomenology.
(C) Ethnography.
(D) Narrative analysis.

35. Consider the following assumptions of parametric tests like the t-test and ANOVA:
(P) Data are measured on at least an interval scale.
(Q) The population from which samples are drawn is normally distributed.
(R) There is homogeneity of variances.
(S) The sample size is always small.
Which of the above are correct?
(A) P, Q, and R
(B) P and S only
(C) Q, R, and S
(D) P, Q, R, and S

36. In a simple linear regression equation, $Y = a + bX$, what does 'b' represent?
(A) The y-intercept representing the predicted value of Y when X is exactly zero.
(B) The predicted value of the dependent variable based on the independent variable.
(C) The residual error in prediction representing variance not explained by the model.
(D) The slope representing the specific change in Y for a one-unit change in X.

37. A researcher is interested in the effect of three different types of therapy (Cognitive, Behavioral, Humanistic) on levels of depression. What statistical test should be used to compare the mean depression scores of the three groups?
(A) Independent samples t-test.
(B) Paired samples t-test.
(C) One-way ANOVA.
(D) Pearson correlation.

38. The primary purpose of a literature review in the research process is to:
(A) Prove that the researcher's hypothesis is correct before starting the study.
(B) Find out what is already known about the research topic.
(C) Select a sample for the study.

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(D) Construct a questionnaire for data collection.

39. The Friedman test is a non-parametric statistical test used to:
(A) A test used to compare two independent groups on a specific ordinal measure.
(B) A test used to assess the linear relationship between two distinct ordinal variables.
(C) A test used to compare the medians of three or more independent research groups.
(D) A test used to detect differences in treatments across multiple repeated measures.

40. Match List I with List II.
List I: (Statistical Concept)
P. Partial Correlation
Q. Multiple Correlation
R. Rank Order Correlation
S. Point Biserial Correlation
List II: (Description)
1. Correlation between one continuous and one true dichotomous variable.
2. Correlation between two variables after removing the influence of a third variable.
3. Correlation between two sets of ranks.
4. Correlation between one criterion variable and a set of predictor variables.
Codes:
(A) P-1, Q-3, R-4, S-2
(B) P-2, Q-4, R-3, S-1
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-3, R-1, S-4

41. In factor analysis, what is the purpose of rotation?
(A) To increase the total variance explained by the factors.
(B) To ensure the factors are always uncorrelated.
(C) To achieve a simpler and more theoretically meaningful factor structure.
(D) To reduce the number of variables in the analysis.

42. Given below are two statements regarding research methods:
Statement I: Ethnography is a quantitative research method involving statistical analysis of cultures.
Statement II: A case study provides generalizable findings that apply to the entire population.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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43. Which of the following is an example of a null hypothesis?
(A) The assertion that there is a positive relationship between study time and scores.
(B) The prediction that students using the new method will score higher than others.
(C) The experimental claim that the new drug is more effective than a placebo treatment.
(D) The statement that there is no difference in anxiety between the study groups.

44. Which design is used to simultaneously control for two or more nuisance variables by arranging experimental conditions in a grid so that each condition appears once in each row and column?
(A) Randomized Block Design.
(B) Latin Square Design.
(C) Repeated Measures Design.
(D) Factorial Design.

45. Consider the following correlation methods:
(P) Pearson Product Moment
(Q) Tetrachoric
(R) Biserial
(S) Phi Coefficient
(T) Spearman Rank Order
Which of the above are considered special correlation methods?
(A) P and T only
(B) Q, R and S only
(C) P, S and T only
(D) All of the above

46. What is the key difference between an experimental design and a quasi-experimental design?
(A) The use of a pre-test.
(B) The manipulation of an independent variable.
(C) The measurement of a dependent variable.
(D) The use of random assignment to groups.

47. In research ethics, the principle that requires researchers to provide participants with enough

information about the study to make a reasoned decision about their involvement is known as:
(A) Informed consent.
(B) Confidentiality.
(C) Debriefing.
(D) Anonymity.

48. A researcher wants to analyze the effect of a teaching program (IV) on both mathematics and science scores (two DVs) simultaneously. Which statistical technique is most appropriate?
(A) ANCOVA.
(B) MANOVA.
(C) Factorial ANOVA.
(D) Multiple Regression.

49. In a factorial design, an "interaction effect" occurs when:
(A) The independent variables have a significant effect on their own.
(B) The effect of one independent variable depends on the level of another independent variable.
(C) The dependent variable is not normally distributed.
(D) The study lacks a control group.

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Sign Test is a very simple non-parametric test.
Reason (R): It only considers the direction (positive or negative) of the differences between pairs of data, not their magnitude.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

51. What is the purpose of using a single-subject design in research?
(A) To generalize findings from one individual to the entire population.
(B) To compare the average performance of large experimental and control groups.
(C) To evaluate the effectiveness of an intervention on a single participant or unit.
(D) To study the correlation between two variables in a large sample.

52. In factor analysis, 'Varimax' is a type of:
(A) Factor extraction method.
(B) Orthogonal rotation.
(C) Oblique rotation.
(D) Goodness-of-fit index.

53. Which of the following best describes 'cross-cultural studies'?
(A) A study conducted over a long period.
(B) An in-depth study of a single cultural group.
(C) A study comparing behaviors or psychological variables across two or more different cultures.
(D) A study that combines qualitative and quantitative methods within one culture.

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54. Arrange the following non-parametric tests in the correct sequence based on their typical parametric equivalents (Paired t-test, Independent t-test, and One-way ANOVA):
(P) Kruskal-Wallis test
(Q) Wilcoxon Signed-rank test
(R) Mann-Whitney U test
(A) Q, R, P
(B) R, Q, P
(C) P, R, Q
(D) Q, P, R

55. Which of the following data collection techniques would be most characteristic of an ethnographic study?
(A) Administering a structured questionnaire to a large, random sample.
(B) Conducting a controlled experiment in a laboratory setting.
(C) Analyzing pre-existing statistical data from national archives.
(D) Engaging in long-term participant observation within a community.

56. The purpose of an ANCOVA is to:
(A) Combine the features of ANOVA and regression to statistically control for a covariate.
(B) Analyze the variance between multiple dependent variables.
(C) Analyze data from a single subject observed multiple times.
(D) Test the difference between ranked data

from three or more groups.

57. Which correlation coefficient should be used when one variable is continuous and the other is an artificially dichotomized variable?
(A) Point biserial.
(B) Phi coefficient.
(C) Biserial.
(D) Tetrachoric.

58. In the context of research paradigms, what is the primary goal of qualitative research?
(A) To gain a deep, holistic understanding of a phenomenon from the participant's perspective.
(B) To test a pre-existing hypothesis and establish causal relationships.
(C) To generate numerical data that can be generalized to a larger population.
(D) To measure the effect size of an experimental intervention.

59. Consider the following statements about research paradigms:
(P) Qualitative research often uses inductive reasoning, moving from specific observations to broader theories.
(Q) Quantitative research typically uses deductive reasoning, starting with a theory and testing specific hypotheses.
(R) Mixed methods research exclusively relies on either inductive or deductive reasoning, but not both.
(S) Research paradigms have no influence on the choice of methods.
Which of the above statements are correct?
(A) P and Q only
(B) R and S only
(C) P, Q, and R
(D) Q and S only

60. A research study in which the same individuals are measured at multiple points in time is best described as:
(A) A cross-sectional design.
(B) A repeated measures design.
(C) An independent groups design.
(D) A between-subjects design.

61. Match List I with List II.
List I: (Research Term)
P. Variable
Q. Hypothesis
R. Sample
S. Population
List II: (Definition)
1. A testable statement about the relationship between variables.
2. A characteristic or condition that can change or take on different values.
3. The entire group of individuals that the research seeks to understand.
4. A subset of individuals selected from a larger group.
Codes:
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-4, S-1

62. The Wilcoxon Signed-rank test is used when:
(A) Comparing two independent samples on an ordinal measure.
(B) Comparing three or more independent groups on a ranked variable.
(C) Assessing the correlation between two ranked variables.
(D) Comparing two related samples when the assumptions for a paired t-test are not met.

63. The primary dimension that distinguishes a true experiment from other research methods is:
(A) The manipulation of an independent variable and random assignment.
(B) The use of statistical analysis.
(C) The collection of data in a natural setting.
(D) The in-depth study of a single case.

64. If a researcher finds a correlation coefficient of -0.85 between two variables, it indicates:
(A) A weak negative relationship.
(B) A strong negative relationship.
(C) A strong positive relationship.
(D) Almost no relationship.

65. Which of the following research methods involves collecting data from a group of people to discuss a particular topic under the guidance of a moderator?
(A) Case study.
(B) Focus group.
(C) Survey.

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(D) Ethnography.

66. Which statement about factor analysis is incorrect?
(A) Factor analysis is primarily a hypothesis-testing, not an exploratory, technique.
(B) It is used to identify underlying dimensions in a set of variables.
(C) A scree plot can help determine the number of factors to retain.
(D) Communality represents the proportion of variance in a single variable explained by the factors.

67. A researcher wants to study the development of language skills by testing a group of 3-year-olds, a group of 4-year-olds, and a group of 5-year-olds all at the same time. This is an example of a:
(A) Longitudinal study.
(B) Time series design.
(C) Cross-sectional study.
(D) Single-subject design.

68. Given below are two statements regarding parametric tests:
Statement I: Parametric tests are generally more powerful than non-parametric tests if their assumptions are met.
Statement II: Parametric tests require data to be measured on a nominal or ordinal scale.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

69. The main purpose of a Randomized Block Design is to:
(A) Study the interaction between two independent variables.
(B) Evaluate an intervention on a single participant over time.
(C) Reduce error variance by systematically controlling for a known extraneous variable.
(D) Compare groups that were not formed through random assignment.

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The median is a more robust measure of central tendency than the mean for skewed distributions.
Reason (R): The median is not affected by the value of extreme scores (outliers), whereas the mean is pulled in the direction of the outliers.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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71. Which research approach is designed to understand a phenomenon by examining stories, personal accounts, and life histories?
(A) Grounded theory.
(B) Phenomenology.
(C) Case study.
(D) Narrative research.

72. In a 2x3 factorial design, how many independent variables are there?
(A) Two.
(B) One.
(C) Three.
(D) Five.

73. The correlation coefficient used to measure the relationship between two variables measured on a rank-order scale is the:
(A) Pearson product-moment correlation.
(B) Phi coefficient.
(C) Spearman's rank-order correlation.
(D) Point biserial correlation.

74. Consider the following characteristics of a research hypothesis:
(P) It should be ambiguous and general.
(Q) It should be conceptually clear and specific.
(R) It should be testable and verifiable.
(S) It should state the expected relationship between variables.
(T) It should be formulated after data analysis is complete.
Which of the above characteristics are essential for a good research hypothesis?
(A) P and T only
(B) Q, R, and S only
(C) P, Q, and R
(D) Q, S, and T only

75. What is the fundamental ethical issue with fabricating or falsifying research data?
(A) It fundamentally violates the ethical principle of participant confidentiality.
(B) It fails to properly secure informed consent from the individuals involved.
(C) It creates substantial unnecessary work for academic peer reviewers and editors.
(D) It undermines scientific integrity and misleads the broader academic community.

76. The Mann-Whitney U test is a non-parametric alternative to which parametric test?
(A) Paired samples t-test.
(B) Independent samples t-test.
(C) One-way ANOVA.
(D) Pearson correlation.

77. An 'operational definition' is necessary in research because:
(A) It allows researchers to communicate their constructs in a vague and abstract manner.
(B) It ensures that the study will produce statistically significant results.
(C) It connects abstract concepts to observable, measurable behaviors or events.
(D) It is a requirement for all qualitative research paradigms.

78. Which of the following is NOT a purpose of research?
(A) To describe a phenomenon.
(B) To explain the cause of a phenomenon.
(C) To predict future occurrences.
(D) To uncritically accept common sense explanations.

79. A researcher studies the same group of children at age 5, age 10, and age 15 to assess changes in cognitive abilities. This is an example of a:
(A) Repeated measures design within a longitudinal study.
(B) Cohort study.
(C) Cross-sectional study.
(D) Case study.

80. Arrange the following sampling techniques in the correct order from most likely to be generalizable to least likely to be generalizable:
(P) Convenience sampling
(Q) Simple random sampling
(R) Stratified random sampling
(S) Purposive sampling
(A) R, Q, S, P
(B) Q, R, P, S
(C) P, S, Q, R
(D) S, P, R, Q

81. Which of the following statistical tests is a multivariate technique?
(A) t-test.
(B) MANOVA.
(C) ANOVA.
(D) Kruskal-Wallis test.

82. In a research report, the section that describes exactly how the study was conducted is the:
(A) Method.
(B) Introduction.
(C) Results.
(D) Discussion.

83. A correlation between variables X and Y that remains after the influence of a third variable Z has been statistically removed is called a:
(A) Multiple correlation.
(B) Biserial correlation.
(C) Partial correlation.
(D) Phi coefficient.

84. The distinction between quantitative and qualitative research paradigms is primarily based on:
(A) The number of researchers involved in the study.
(B) The length of time the study takes to complete.
(C) The statistical software used for analysis.
(D) The underlying philosophical assumptions and the nature of the data collected.

85. Consider the following potential issues when using questionnaires in survey research:
(P) Social desirability bias.
(Q) Ambiguity in question wording.
(R) Low response rates.
(S) Inability to probe for deeper meaning.
Which of the above are valid concerns?
(A) P and Q only
(B) R and S only
(C) Q, R, and S
(D) P, Q, R, and S

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86. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A quasi-experimental design is often used in applied settings where true experiments are not feasible.
Reason (R): In many real-world situations, such as schools or hospitals, it is impractical or unethical to randomly assign individuals to different conditions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

87. Which of the following is an example of a variable?
(A) The number 3.14159.
(B) All participants in a study.
(C) The city where a study is conducted.
(D) The age of participants in a study.

88. If a researcher wants to examine the relationship between a person's religious affiliation (e.g., Hindu, Muslim, Christian, None) and their score on a life satisfaction scale (a continuous variable), what is the most suitable analysis for comparing the average satisfaction scores across the religious groups?
(A) ANOVA.
(B) t-test.
(C) Pearson correlation.
(D) Multiple regression.

89. A "variable" is best defined as:
(A) A constant factor that does not change throughout the study.
(B) The theoretical framework of a research project.
(C) Any attribute, characteristic, or phenomenon that can be measured and varies.
(D) The specific statistical test used for data analysis.

90. Match List I with List II.
List I: (Scale of Measurement)
P. Nominal
Q. Ordinal
R. Interval
S. Ratio
List II: (Example)
1. Temperature in Celsius
2. Rank in a competition (1st, 2nd, 3rd)
3. Height in centimeters
4. Gender (Male, Female)
Codes:
(A) P-4, Q-2, R-1, S-3
(B) P-3, Q-1, R-2, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-1, Q-2, R-4, S-3

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91. Which of the following is NOT a measure of dispersion?
(A) Standard deviation.
(B) Range.
(C) Variance.
(D) Median.

92. The Pearson product-moment correlation coefficient is appropriate for measuring the relationship between:
(A) Two nominal variables.
(B) Two continuous variables (interval or ratio).
(C) Two ordinal variables.
(D) One nominal and one continuous variable.

93. A "single-subject design" is a type of:
(A) Qualitative case study.
(B) Large-scale survey research.
(C) Quantitative design used to study the effect of an intervention on an individual.
(D) Cross-cultural comparative study.

94. The process of debriefing in research ethics involves:
(A) Obtaining permission from participants before the study begins.
(B) Keeping the identity of participants secret.
(C) Paying participants for their time and effort.
(D) Explaining the true purpose of the study to participants after it is completed.

95. In multiple regression analysis, the overall relationship between a set of predictor variables and one criterion variable is denoted by:
(A) R (multiple correlation coefficient).
(B) r (simple correlation).
(C) β (beta weight).
(D) α (alpha level).

96. Which of the following is a key assumption for conducting a factor analysis?
(A) The variables must be perfectly uncorrelated.
(B) There should be a linear relationship among the variables.
(C) The sample size should be small, preferably under 50.
(D) The data must be categorical in nature.

97. An A-B-A design is a type of single-subject design where 'A' represents the baseline phase and 'B' represents the:
(A) Follow-up phase.
(B) Intervention phase.
(C) Second baseline phase.
(D) Observation phase.

98. Given below are two statements regarding factorial designs:
Statement I: A 2x2x2 factorial design has three independent variables, each with two levels.
Statement II: A factorial design only allows for the examination of main effects, not interaction effects.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

99. The "power" of a statistical test refers to its ability to:
(A) Correctly retain a true null hypothesis.
(B) Prove the alternative hypothesis with certainty.
(C) Correctly reject a false null hypothesis.
(D) Function with any type of data, regardless of scale.

100. A researcher wants to compare the exam scores of a group of students before and after a training program. Which statistical test is most appropriate?
(A) Independent samples t-test.
(B) One-way ANOVA.
(C) Chi-square test.
(D) Paired samples t-test.

101. Which of the following represents an incorrect pairing of a research method and its description?
(A) Survey - Collecting data from a sample using interviews or questionnaires.
(B) Case Study - An in-depth investigation of a single entity or small group.
(C) Field Study - A controlled experiment conducted in a laboratory setting.
(D) Ethnography - Immersive cultural study through participant observation.

102. Consider the following characteristics of a research paradigm:
(P) Emphasis on objective measurement.
(Q) Use of statistical analysis.
(R) Goal of generalization and prediction.
(S) Data are primarily words and images.
(T) Often involves a deductive approach.
Which of the above are characteristic of the quantitative research paradigm?
(A) P, Q, R, and T
(B) S and T only
(C) Q and S only
(D) P, S, and T

103. The non-parametric test equivalent to a repeated measures ANOVA is the:
(A) Kruskal-Wallis test.
(B) Mann-Whitney U test.
(C) Wilcoxon Signed-rank test.
(D) Friedman test.

104. In a normal probability curve, what percentage of scores falls within one standard deviation of the mean (approximately)?
(A) 68%
(B) 34%
(C) 95%
(D) 99.7%

105. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In cross-cultural studies, researchers must be cautious about the equivalence of psychological constructs and measures.
Reason (R): A concept like "intelligence" or a behavior like "assertiveness" may have different meanings and manifestations in different cultures.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct

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explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

106. A tetrachoric correlation is used to estimate the relationship between:
(A) Two artificially dichotomized variables that are assumed to be continuous underneath.
(B) Two continuous variables.
(C) Two true dichotomous variables.
(D) One continuous and one dichotomous variable.

107. A researcher hypothesizes that "higher levels of social support will be associated with lower levels of depression." This is an example of a:
(A) Null hypothesis.
(B) Non-directional hypothesis.
(C) Research question.
(D) Directional hypothesis.

108. The main advantage of using a repeated measures design is that it:
(A) Requires more participants than an independent groups design.
(B) Reduces error variance due to individual differences.
(C) Is free from order effects.
(D) Is only suitable for qualitative research.

109. What is the most significant limitation of a case study?
(A) It is too expensive to conduct.
(B) It provides very little detailed information.
(C) The findings may not be generalizable to a wider population.
(D) It requires advanced statistical analysis.

110. Arrange the following steps for conducting a factor analysis in the correct order:
(P) Interpretation of factors
(Q) Extraction of initial factors
(R) Rotation of factors
(S) Assessment of the suitability of the data (e.g., KMO test)
(A) S, Q, R, P
(B) Q, R, S, P
(C) P, R, Q, S
(D) S, R, P, Q

111. The "purpose" of research can include all of the following EXCEPT:
(A) Proving a personal bias.
(B) Description.
(C) Explanation.
(D) Prediction.

112. Which of the following is a type of probability sampling?
(A) Convenience sampling.
(B) Stratified random sampling.
(C) Quota sampling.
(D) Snowball sampling.

113. A study that measures the relationship between two variables without manipulating either one is best described as:
(A) An experimental study.
(B) A correlational study.
(C) A quasi-experimental study.
(D) A single-subject study.

114. Consider the variables: (1) IQ score and (2) Gender. The correlation between these two variables would be best calculated using a:
(A) Point biserial correlation.
(B) Pearson correlation.
(C) Spearman correlation.
(D) Phi coefficient.

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115. Consider the following aspects of a research paradigm:
(P) Focus on participants' perspectives and experiences.
(Q) Data collection in natural settings.
(R) Use of inductive analysis to build concepts and theories.
(S) Strict control over extraneous variables.
Which of the above are central to the qualitative research paradigm?
(A) P, Q, and R
(B) P and S only
(C) S only
(D) Q, R, and S

116. Which of the following best describes 'partial correlation'?
(A) A correlation calculated on only part of the data set.
(B) A correlation that is not statistically significant.

(C) The correlation between a single variable and a set of other variables.
(D) The correlation between two variables after controlling for the effect of one or more other variables.

117. An interview in which the researcher has a list of pre-set questions but is free to ask follow-up questions for clarification is called a:
(A) Structured interview.
(B) Unstructured interview.
(C) Semi-structured interview.
(D) Focus group interview.

118. The "simple" in "simple linear regression" refers to the fact that:
(A) The calculations are easy to perform by hand.
(B) There is only one predictor (independent) variable.
(C) The relationship between variables is perfectly linear.
(D) There is only one criterion (dependent) variable.

119. Which statement is true about the relationship between standard deviation and variance?
(A) The variance is the square root of the standard deviation.
(B) Standard deviation and variance are two unrelated concepts.
(C) The standard deviation is always larger than the variance.
(D) The standard deviation is the square root of the variance.

120. Match List I with List II.
List I: (Research Design)
P. Factorial Design
Q. Repeated Measures Design
R. Randomized Block Design
S. Latin Square Design
List II: (Key Feature)
1. Each participant is exposed to all experimental conditions.
2. Allows for the study of interaction effects between two or more IVs.
3. Controls for two nuisance variables simultaneously.
4. Controls for one known extraneous variable by creating homogenous blocks.

Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-4, S-1

121. The difference between the highest and lowest scores in a distribution is called the:
(A) Variance.
(B) Standard deviation.
(C) Range.
(D) Mode.

122. In a research study, any variable that is not the independent variable but could potentially affect the dependent variable is known as a(n):
(A) Extraneous variable.
(B) Operational definition.
(C) Hypothesis.
(D) Sample.

123. A researcher develops a theory about coping mechanisms by intensively interviewing a group of recent widows, identifying common themes, and building a conceptual model from the data. This approach is an example of:
(A) Phenomenology.
(B) Ethnography.
(C) A field experiment.
(D) Grounded theory.

124. Given below are two statements regarding ethics in reporting research:
Statement I: Plagiarism involves presenting someone else's work or ideas as one's own.
Statement II: Researchers are ethically permitted to report only the results that support their hypothesis.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

125. Consider the following research scenarios matched with statistical tests:
(P) Comparing mean anxiety scores of two independent groups (meditation vs. control) - Independent samples t-test.
(Q) Examining the association between rank in class and rank in a sports competition -

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Spearman correlation.
(R) Predicting college GPA based on high school grades, and SAT scores - Multiple Regression.
(S) Comparing the mean test scores of three different classrooms - One-way ANOVA.
(T) Assessing the relationship between gender (male/female) and having a driver's license (yes/no) - Phi Coefficient.
Which of the above are appropriately matched?
(A) P and R only
(B) Q, S, and T only
(C) P, Q, and S only
(D) All P, Q, R, S, and T are appropriate.

126. The primary benefit of a mixed-methods approach is that it:
(A) Is always faster and cheaper than a single-method approach.
(B) Simplifies the data analysis process.
(C) Eliminates the need for a literature review.
(D) Allows for a more comprehensive and nuanced understanding of the research problem.

127. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Sign Test and the Wilcoxon Signed-rank test are both used for related samples.
Reason (R): The Wilcoxon Signed-rank test is generally more powerful because it considers both the direction and the magnitude of the differences, whereas the Sign Test only considers the direction.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

128. In observational research, if the observer becomes a part of the group they are studying, this is called:
(A) Unstructured observation.
(B) Participant observation.
(C) Structured observation.
(D) Non-participant observation.

129. The main effect in a factorial ANOVA refers to:
(A) The interaction effect between the independent variables.
(B) The overall effect of a single independent variable on the dependent variable.
(C) The effect of the dependent variable on the independent variables.
(D) The total variance explained by the model.

130. Arrange the following steps of hypothesis testing in the correct sequence:
(P) Set the alpha level (e.g., .05).
(Q) State the null and alternative hypotheses.
(R) Calculate the test statistic.
(S) Make a decision to reject or fail to reject the null hypothesis.
(A) Q, P, R, S
(B) P, Q, R, S
(C) Q, R, P, S
(D) R, S, P, Q

131. The Kruskal-Wallis test is the non-parametric alternative for:
(A) Independent samples t-test.
(B) Paired samples t-test.
(C) One-way ANOVA.
(D) Two-way ANOVA.

132. What is a key feature of a longitudinal cohort study?
(A) It compares different cohorts at the same point in time.
(B) It involves manipulating an independent variable within the cohort.
(C) It is an in-depth study of a single individual from the cohort.
(D) It follows the same specific cohort of people over an extended period.

133. Which of the following is a potential disadvantage of using interviews for data collection?
(A) Inability to gather in-depth information.
(B) Low response rates compared to questionnaires.
(C) The potential for interviewer bias to influence responses.
(D) The data is too easy to quantify and analyze statistically.

134. Which of the following is NOT an assumption of a parametric t-test?

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(A) The dependent variable is measured on an interval or ratio scale.
(B) The dependent variable is measured on an ordinal scale.
(C) The data are sampled from a normally distributed population.
(D) Homogeneity of variances (for independent samples t-test).

135. Which of the following represents a correct pairing?
(A) Quantitative research - Inductive reasoning.
(B) Qualitative research - Positivist paradigm.
(C) Experimental research - Interpretivist paradigm.
(D) Mixed-methods research - Pragmatic paradigm.

136. The total amount of variance a single variable shares with all the factors in a factor analysis solution is known as its:
(A) Communality.
(B) Eigenvalue.
(C) Factor loading.
(D) Rotation sum.

137. Consider the following components of an experimental design:
(P) Manipulation of an independent variable.
(Q) Use of a control or comparison group.
(R) Random assignment of participants to groups.
(S) Exclusive reliance on participant observation.
Which of the above are key components?
(A) P and Q only
(B) P, Q, and R
(C) S only
(D) P and S only

138. The most basic form of a single-subject design, involving a baseline period followed by an intervention period, is the:
(A) A-B design.
(B) A-B-A design.
(C) A-B-A-B design.
(D) B-A-B design.

139. In a positively skewed distribution, what is the correct order of the measures of central tendency from smallest to largest?
(A) Mean, Median, Mode.
(B) Median, Mode, Mean.
(C) Mean, Mode, Median.
(D) Mode, Median, Mean.

140. Match List I with List II.
List I: (Term)
P. MANOVA
Q. ANCOVA
R. Factorial ANOVA
S. Time Series
List II: (Associated Concept)
1. Study of interaction effects
2. Analysis with multiple dependent variables
3. Statistical control of a covariate
4. Analysis of data collected over multiple time points
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-2, Q-4, R-1, S-3

141. The philosophical assumption underpinning the qualitative paradigm, which suggests that reality is socially constructed, is known as:
(A) Positivism.
(B) Post-positivism.
(C) Constructivism/Interpretivism.
(D) Pragmatism.

142. A researcher finds that as variable A increases, variable B also increases. This indicates a:
(A) Negative correlation.
(B) Zero correlation.
(C) Causal relationship.
(D) Positive correlation.

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143. Given below are two statements regarding field studies:
Statement I: The purpose of a field study is to exert maximum control over all variables.
Statement II: Field studies are high in external validity but may be low in internal validity.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

144. Which of the following statements about research is incorrect?
(A) Research should be systematic and organized.
(B) Ethics are an optional consideration in the research process.
(C) The purpose of research can be to describe, explain, or predict.
(D) A research problem should be clearly and unambiguously stated.

145. Consider the following aspects of factor analysis:
(P) Assumptions and Methods.
(Q) Rotation and Interpretation.
(R) Correlation Matrix and Eigenvalues.
(S) MANOVA and ANCOVA.
Which of the above are considered key components for conducting and understanding factor analysis?
(A) P and R only
(B) P and Q only
(C) Q and S only
(D) R and S only

146. A researcher wants to compare the median scores of two independent groups. The data are not normally distributed. Which test is most appropriate?
(A) Mann-Whitney U test.
(B) Independent samples t-test.
(C) Wilcoxon Signed-rank test.
(D) Sign test.

147. A researcher has collected ordinal data from three independent groups and wants to see if there is a significant difference between them. Which statistical test should they choose?
(A) One-way ANOVA.
(B) Friedman test.
(C) Kruskal-Wallis test.
(D) Independent samples t-test.

148. A Latin Square design is specifically used to:
(A) Analyze multiple dependent variables at once.
(B) Study the same participants under all conditions.
(C) Investigate the interaction between three or more independent variables.
(D) Control for two potential sources of extraneous variation.

149. The process of defining a variable in terms of the specific procedures used to measure or manipulate it is called:
(A) Hypothesis formulation.
(B) Theoretical definition.
(C) Operational definition.
(D) Data collection.

150. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Multiple regression analysis can assess the individual contribution of each predictor variable to the criterion variable.
Reason (R): This is achieved by examining the standardized regression coefficients (beta weights) associated with each predictor in the regression equation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

151. Which of the following is an example of non-probability sampling?
(A) Simple random sampling.
(B) Cluster sampling.
(C) Systematic sampling.
(D) Purposive sampling.

152. In a 3x4 factorial design, how many main effects and interaction effects are possible?
(A) 2 main effects and 1 interaction effect.
(B) 3 main effects and 4 interaction effects.
(C) 12 main effects and 1 interaction effect.
(D) 2 main effects and 12 interaction effects.

153. Consider the following scenario and answer the question that follows:
A clinical psychologist wants to document the therapeutic journey and progress of a single client with a rare disorder over two years. The most appropriate research method would be:
(A) A cross-sectional survey.
(B) A factorial experiment.
(C) A case study.
(D) A time series analysis.

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154. What is the cause-effect relationship between an independent variable (IV) and a dependent variable (DV)?
(A) A change in the IV is presumed to cause a change in the DV.
(B) A change in the DV is presumed to cause a change in the IV.
(C) The IV and DV are presumed to be correlated but not causally linked.
(D) The IV and DV are two different names for the same variable.

155. Consider the following research methods:
(P) Phenomenology
(Q) Grounded theory
(R) Ethnography
(S) Quasi-experimental
(T) Survey
Which of the above are categorized under the qualitative paradigm?
(A) P, Q, and R
(B) S and T
(C) P, Q, S, and T
(D) All of the above

156. The Sign test is considered a non-parametric test because:
(A) It requires data to be normally distributed.
(B) It makes no assumptions about the shape of the underlying population distribution.
(C) It can only be used with very large samples.
(D) It is more powerful than a t-test.

157. Oblique rotation methods (e.g., Promax) in factor analysis are used when:
(A) The researcher wants to ensure the factors are completely uncorrelated.
(B) The data consists of categorical variables.
(C) The researcher believes the underlying factors are theoretically correlated.
(D) The sample size is small.

158. In the context of experimental designs, "ANOVA" stands for:
(A) Analysis of Variables.
(B) Assessment of Normal Variance.
(C) Association of Non-parametric Variables.
(D) Analysis of Variance.

159. A key difference between 'observation' and 'survey' as research methods is that:
(A) Observation involves watching behavior, while surveys involve asking questions.
(B) Observation is always qualitative, while surveys are always quantitative.
(C) Observation is only done in labs, while surveys are only done in the field.
(D) Observation requires a large sample, while surveys can be done with a single case.

160. Match List I with List II.
List I: (Correlation Type)
P. Phi Coefficient
Q. Point Biserial
R. Biserial
S. Tetrachoric
List II: (Variable Types)
1. Continuous vs. Artificial Dichotomy
2. True Dichotomy vs. True Dichotomy
3. Artificial Dichotomy vs. Artificial Dichotomy
4. Continuous vs. True Dichotomy
Codes:
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-1, R-4, S-2

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161. Which of the following statements about measures of dispersion is incorrect?
(A) A larger standard deviation indicates greater variability in the data.
(B) Variance is calculated as the average of the absolute deviations from the mean.
(C) The range is highly sensitive to extreme scores.
(D) If all scores in a distribution are identical, the standard deviation is zero.

162. The main goal of descriptive statistics (e.g., measures of central tendency and dispersion) is to:
(A) Summarize and organize a set of data.
(B) Test hypotheses about the population.
(C) Infer characteristics of the population from the sample.
(D) Determine causal relationships between variables.

163. Given below are two statements regarding experimental design:
Statement I: A repeated measures design uses

different participants for each condition.
Statement II: A randomized block design is a way to control for a known extraneous variable.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

164. A researcher wants to analyze the effects of both gender (Male/Female) and teaching style (Style A/Style B) on exam scores. The most appropriate statistical analysis would be:
(A) One-way ANOVA.
(B) Simple linear regression.
(C) MANOVA.
(D) Factorial ANOVA.

165. Consider the following research designs:
(P) Randomized Block Designs
(Q) Repeated Measures Design
(R) Latin Square
(S) Cohort studies
(T) Grounded theory
Which of the above are categorized as experimental or longitudinal designs?
(A) P, Q, and R only
(B) P, Q, R, and S only
(C) T only
(D) All of the above

166. A teacher wants to see if there is a relationship between the number of hours students spend on a mobile app (0-20 hours/week) and their final grade percentage (0-100%). Which correlational analysis is most appropriate?
(A) Phi coefficient.
(B) Pearson product-moment correlation.
(C) Point biserial correlation.
(D) Spearman's rank-order correlation.

167. Power analysis depends on which three factors?
(A) Sample size, alpha level, and effect size.
(B) Mean, median, and mode.
(C) Standard deviation, variance, and range.
(D) Confidence intervals, p-values, and z-scores.

168. The primary characteristic of 'narrative' research is its focus on:
(A) The stories and personal accounts of individuals.
(B) Statistical trends over time.
(C) The cultural practices of a specific group.
(D) The lived experience of a single phenomenon.

169. What is the primary reason for using non-parametric tests?
(A) They are always more powerful than parametric tests.
(B) They are only applicable to experimental data.
(C) They are used when the assumptions of parametric tests (e.g., normality) are violated.
(D) They are easier to calculate by hand.

170. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Ethical guidelines require that participation in research be voluntary.
Reason (R): This principle is upheld through the process of informed consent, where potential participants are given full information before deciding whether to take part.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

171. Which of the following is NOT a dimension of research?
(A) Exploratory.
(B) Descriptive.
(C) Explanatory.
(D) Financial.

172. A 'focus group' is a research method where:
(A) One individual is studied in great depth.
(B) A small group of participants discuss a topic together, guided by a moderator.
(C) Participants respond individually to a written questionnaire.
(D) Behavior is observed in a natural setting without intervention.

173. The purpose of a MANOVA over an ANOVA is to:
(A) Decrease the complexity of the analysis.

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(B) Be used when the data is not normally distributed.
(C) Analyze situations where there are multiple dependent variables.
(D) Control for the effect of a covariate.

174. Arrange the following steps of the research process in the correct chronological sequence:
(P) Data analysis
(Q) Research problem identification
(R) Data collection
(S) Hypothesis formulation
(A) Q, S, R, P
(B) S, Q, R, P
(C) Q, R, S, P
(D) R, P, Q, S

175. Consider the following purposes for conducting research:
(P) To test a hypothesis derived from a theory.
(Q) To describe the characteristics of a population.
(R) To explore a little-understood phenomenon.
(S) To establish the cause-and-effect relationship between variables.
(T) To confirm a pre-existing personal bias without evidence.
Which of the above are considered valid purposes for research?
(A) P, Q, and S only
(B) P, Q, R, and S only
(C) T only
(D) All of the above

176. What does a "multiple correlation" coefficient (R) represent?
(A) The correlation between two variables after removing the effect of a third.
(B) The strength of the relationship between one criterion variable and a combination of multiple predictor variables.
(C) The correlation between two sets of ranks.
(D) The average of all the simple correlations in a matrix.

177. A single-subject A-B-A-B design is considered superior to an A-B design because:
(A) It requires fewer participants.
(B) It allows for a more confident demonstration that the intervention caused the change in behavior.
(C) It is easier to implement in clinical settings.
(D) It eliminates the need for a baseline phase.

178. If a distribution is perfectly symmetrical and unimodal, which of the following is true?
(A) The mean, median, and mode will all be the same value.
(B) The mean will be greater than the median.
(C) The mode will be greater than the mean.
(D) The mean and median will be the same, but the mode will be different.

179. In factor analysis, the 'interpretation' step involves:
(A) Running the statistical software to get the output.
(B) Choosing between orthogonal and oblique rotation.
(C) Examining the factor loadings to name and understand the meaning of the extracted factors.
(D) Checking the assumption of linearity.

180. Match List I with List II.
List I: (Test)
P. t-test
Q. ANCOVA
R. Multiple Regression
S. Mann-Whitney U test
List II: (Purpose)
1. Compare medians of two independent groups.
2. Predict a continuous DV from multiple IVs.
3. Compare means of two groups.
4. Compare means of groups while controlling for a covariate.
Codes:
(A) P-3, Q-4, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

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181. Which research paradigm is most closely associated with the philosophy of pragmatism, which emphasizes finding solutions to practical problems?
(A) Quantitative.
(B) Qualitative.
(C) Mixed methods.
(D) Experimental.

182. A researcher measures job satisfaction on a 5-point Likert scale and wants to see if there is a difference between three different company departments. The most appropriate analysis is:
(A) Independent samples t-test.
(B) One-way ANOVA (assuming interval properties).
(C) Pearson correlation.
(D) Simple linear regression.

183. Consider the statement: "Children who watch more than 3 hours of television per day will have lower academic scores than those who watch less." This is an example of a:
(A) Research problem.
(B) Non-directional hypothesis.
(C) Null hypothesis.
(D) Directional hypothesis.

184. The method of research that involves manipulating an independent variable to see its effect on a dependent variable is:
(A) Experimental.
(B) Ethnography.
(C) Survey.
(D) Case Study.

185. A researcher wants to understand the experiences of first-generation college students by analyzing their personal journals and written reflections. This approach is best described as:
(A) A focus group.
(B) An experimental study.
(C) A narrative study.
(D) A time-series analysis.

186. The Latin Square design is an extension of the Randomized Block Design, but it controls for:
(A) Two nuisance variables.
(B) One nuisance variable.
(C) The interaction between variables.
(D) Multiple dependent variables.

187. Identify the option that represents an exception-based question format:
(A) Which of the following IS a characteristic of...
(B) Identify the correct statement about...
(C) What is the definition of...
(D) All of the following are characteristics of... EXCEPT:

188. In the context of statistical testing, a t-test is classified as a:
(A) Non-parametric test.
(B) Parametric test.
(C) Correlational analysis.
(D) Experimental design.

189. A study that aims to build a rich, detailed picture of an individual's life and experiences is a:
(A) Cross-cultural study.
(B) Field experiment.
(C) Case study.
(D) Cohort study.

190. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effect size is an important measure to report alongside statistical significance.
Reason (R): While statistical significance (p-value) tells us whether an effect exists, effect size tells us the magnitude or practical importance of that effect.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

191. The defining characteristic of a "time series" design is:
(A) A long series of observations made on a variable over time.
(B) Comparing multiple groups at one point in time.
(C) Random assignment to a time-based condition.
(D) In-depth interviews about past experiences.

192. Which statement regarding research ethics is most accurate?
(A) Once informed consent is given, a participant cannot withdraw from the study.
(B) Researchers must protect participants from physical and psychological harm.
(C) Deception should never be used in psychological research.
(D) Participant anonymity and confidentiality mean the same thing.

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193. The purpose of a 'questionnaire' in survey research is to:
(A) Observe participants' behavior in their natural environment.
(B) Systematically collect self-report data from a sample of individuals.
(C) Manipulate an independent variable under controlled conditions.
(D) Develop a theory based on in-depth interviews.

194. In a 2x3 factorial design, there are:
(A) Two independent variables, one with 2 levels and one with 3 levels.
(B) Three independent variables, all with 2 levels.
(C) Two independent variables, both with 3 levels.
(D) One independent variable with 6 levels.

195. Which of the following qualitative methods is most focused on understanding the shared patterns of behavior, beliefs, and language of an intact cultural group?
(A) Phenomenology.
(B) Grounded theory.
(C) Ethnography.
(D) Case study.

196. Which of the following options lists ONLY non-parametric tests?
(A) A list containing the t-test, the Sign Test, and the Mann-Whitney U test.
(B) A list containing the Sign Test, the Kruskal-Wallis test, and the Friedman test.
(C) A list containing the ANOVA, the Friedman test, and the standard t-test.
(D) A list containing the Sign Test, Wilcoxon Signed rank test, and Kruskal-Wallis test.

197. Which of the following is a key characteristic of a research problem?
(A) It must be a question that has already been answered definitively.
(B) It must be so broad that it cannot be tested empirically.
(C) It must express a relationship between two or more variables.
(D) It must be based solely on the researcher's personal opinion.

198. Given below are two statements regarding multiple regression:
Statement I: In multiple regression, simple correlation (r) measures the relationship between one predictor and the criterion.
Statement II: In multiple regression, multiple correlation (R) measures the relationship between a set of predictors and the criterion.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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199. What is the fundamental purpose of 'sampling' in research?
(A) To study every single member of a population.
(B) To ensure the results of the study are not statistically significant.
(C) To operationally define the variables in the study.
(D) To select a representative subset of a population to make inferences about the whole population.

200. Match List I with List II.
List I: (Paradigm)
P. Quantitative
Q. Qualitative
R. Mixed Methods
List II: (Associated Characteristic)
1. Focus on in-depth understanding and context.
2. Integration of numerical and narrative data.
3. Emphasis on objectivity, measurement, and generalizability.
Codes:
(A) P-3, Q-1, R-2
(B) P-1, Q-3, R-2
(C) P-2, Q-1, R-3
(D) P-3, Q-2, R-1

201. Which of the following is NOT a recognized method of research?
(A) Field studies.
(B) Cross-Cultural Studies.
(C) Historical analysis.
(D) Ethnography.

202. The purpose of ANCOVA is to increase the statistical power of an ANOVA by:
(A) Statistically removing the variance in the DV that is attributable to a covariate.
(B) Adding more dependent variables to the analysis.
(C) Using a non-parametric equivalent.
(D) Increasing the number of levels of the independent variable.

203. A research design involves measuring a baseline (A), introducing an intervention (B), and then withdrawing the intervention to see if the baseline returns (A). This is a(n):
(A) A-B design.
(B) Time series design.
(C) Cohort study.
(D) A-B-A design.

204. "Power analysis" is a statistical procedure used to:
(A) Determine the probability of a Type I error.
(B) Estimate the sample size required to detect an effect of a certain size.
(C) Calculate the variance of a sample.
(D) Test for the normality of a distribution.

205. Consider the following scenarios regarding research ethics:
(P) A researcher forces students in their class to participate in their study.
(Q) A researcher informs participants that they can withdraw at any time without penalty.
(R) A researcher publishes data without ensuring participant anonymity.
(S) A researcher explains the study and obtains written consent before beginning.
(T) A researcher fabricates data to ensure a significant result.
Which of the above scenarios are consistent with ethical principles?
(A) P, R, and T
(B) Q and S only
(C) Q, S, and T
(D) P and R only

206. If the assumptions for a paired-samples t-test are not met, which non-parametric test should be used as an alternative?
(A) Mann-Whitney U test.
(B) Kruskal-Wallis test.
(C) Friedman test.
(D) Wilcoxon Signed-rank test.

207. Which of the following best defines a "hypothesis"?
(A) A specific, testable prediction about the relationship between variables.
(B) A confirmed fact or principle.
(C) A summary of the results of a study.
(D) A broad, untestable research idea.

208. In factor analysis, an orthogonal rotation like Varimax results in factors that are:
(A) Correlated.
(B) Uncorrelated.
(C) Hierarchical.
(D) Interpreted before extraction.

209. A researcher wants to examine the relationship between a continuous variable (age) and a truly dichotomous variable (e.g., alive/dead). The appropriate special correlation method is:
(A) Biserial correlation.
(B) Point biserial correlation.
(C) Tetrachoric correlation.
(D) Phi coefficient.

210. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A factorial design is more efficient than conducting separate single-factor experiments.
Reason (R): A factorial design not only allows assessment of the main effects of each independent variable but also enables the researcher to investigate the interaction between them.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

211. Arrange the following research methods in the correct sequence from most to least control over variables:
(P) Field Study
(Q) Laboratory Experiment
(R) Quasi-Experiment

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(A) Q, R, P
(B) P, R, Q
(C) R, Q, P
(D) Q, P, R

212. What distinguishes a 'variable' from a 'constant' in research?
(A) A variable can be measured, while a constant cannot.
(B) A variable is always the dependent variable, while a constant is the independent variable.
(C) There is no difference; the terms are interchangeable.
(D) A variable has a value that can change or vary, while a constant's value remains fixed.

213. Given below are two statements regarding non-parametric tests:
Statement I: The Friedman test is a non-parametric test for comparing three or more related samples.
Statement II: The Kruskal-Wallis test is a non-parametric test for comparing two related samples.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

214. The most significant advantage of an 'interview' over a 'questionnaire' is:
(A) It is less time-consuming.
(B) It allows the researcher to probe for more detailed and nuanced responses.
(C) It eliminates interviewer bias.
(D) The data is easier to score and analyze statistically.

215. Consider the following correlation methods:
(P) Pearson Product Moment
(Q) Biserial
(R) Point biserial
(S) Tetrachoric
(T) Phi coefficient
Which of the above are classified as special correlation methods?
(A) P only
(B) Q, R, S, and T
(C) P, Q, and R
(D) P and S only

216. A researcher wants to compare the academic performance (DV) of students from low, middle, and high socioeconomic backgrounds (IV), while statistically controlling for their pre-existing IQ scores (covariate). The appropriate analysis is:
(A) ANCOVA.
(B) One-way ANOVA.
(C) MANOVA.
(D) Multiple Regression.

217. The primary goal of a study using a 'phenomenology' approach is to:
(A) Develop a new theory from the ground up.
(B) Compare and contrast different cultural groups.
(C) Describe the essential structure of a lived experience.
(D) Test the causal effect of an intervention.

218. The "meaning" of research encompasses a process that is:
(A) Systematic and aimed at increasing knowledge.
(B) Haphazard and subjective.
(C) Personal and based on belief.
(D) Quick and focused on confirming existing ideas.

219. In factor analysis, which method of extraction considers only the common variance shared among variables?
(A) Principal Component Analysis (PCA).
(B) Varimax Rotation.
(C) Direct Oblimin Rotation.
(D) Principal Axis Factoring (PAF).

220. Match List I with List II.
List I: (Non-Parametric Test)
P. Mann-Whitney U test
Q. Wilcoxon Signed-rank test
R. Kruskal-Wallis test
S. Friedman test
List II: (Parametric Equivalent)
1. Paired-samples t-test
2. Repeated Measures ANOVA
3. Independent-samples t-test
4. One-way ANOVA
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4

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(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-4, R-2, S-1

221. Which statement about the normal probability curve is incorrect?
(A) It is bell-shaped and symmetrical.
(B) Approximately 99.7% of the scores fall within +/- 3 standard deviations from the mean.
(C) The curve touches the horizontal axis at z = +3 and z = -3.
(D) The total area under the curve is equal to 1.0 or 100%.

222. A key component of the 'survey' research method is the use of:
(A) Experimental manipulation.
(B) Participant observation.
(C) Single-subject designs.
(D) Interviews and Questionnaires.

223. What is a 'partial correlation'?
(A) A measure of the association between two variables after statistically removing the influence of a third variable.
(B) The correlation between the first half of the data and the second half.
(C) A correlation that is not statistically significant.
(D) The correlation between a predicted score and an actual score in regression.

224. Which of the following is an example of a directional alternative hypothesis?
(A) The mean scores of Group A and Group B are different.
(B) The new drug will reduce symptoms of anxiety more than the placebo.
(C) There is a relationship between hours of sleep and mood.
(D) There is no difference between the two teaching methods.

225. A researcher studies a single organization in great detail, using interviews, document analysis, and observation to understand its culture. This is a classic example of:
(A) An experimental design.
(B) A case study.
(C) A correlational study.
(D) A survey.

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226. What does the "randomized" in "Randomized Block Design" refer to?
(A) Participants are randomly assigned to experimental conditions within each block.
(B) The blocks are selected randomly from a population of blocks.
(C) The dependent variable is measured at random time intervals.
(D) The independent variable is chosen randomly.

227. All of the following are recognized qualitative research methods EXCEPT:
(A) Focus groups.
(B) Narratives.
(C) t-test.
(D) Ethnography.

228. Which of the following is the most appropriate measure of central tendency to use for nominal data (e.g., favorite color)?
(A) Mean.
(B) Median.
(C) Standard Deviation.
(D) Mode.

229. Given below are two statements regarding regression:
Statement I: Simple linear regression involves one dependent variable and one independent variable.
Statement II: Multiple regression involves one dependent variable and two or more independent variables.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

230. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The selection of a research paradigm (quantitative, qualitative, or mixed) influences all subsequent stages of the research process.
Reason (R): The paradigm provides the philosophical and methodological framework, guiding the formulation of the research problem, choice of methods, and type of data analysis.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

231. A cohort study and a time series study both involve measurement over time. What is a key difference?
(A) A cohort study is experimental, while a time series is qualitative.
(B) A time series always involves a smaller sample than a cohort study.
(C) A cohort study only takes two measurements, while a time series takes many.
(D) A cohort study follows a specific group of people, while a time series can be on any variable (e.g., crime rate).

232. What is the role of an 'operational definition' in a research problem?
(A) To translate an abstract concept into a concrete, measurable, or manipulable form.
(B) To provide a broad, theoretical understanding of a concept.
(C) To state the final conclusion of the research before it begins.
(D) To select the appropriate statistical test for the data.

233. A researcher gives a group of participants a depression scale, then administers a 6-week therapy, and then gives the same depression scale again. To compare the before and after scores, what is the most appropriate parametric test?
(A) Independent-samples t-test.
(B) One-way ANOVA.
(C) Paired-samples t-test.
(D) Pearson correlation.

234. The "assumptions" of factor analysis include all of the following EXCEPT:
(A) Data must be measured on a nominal scale.
(B) A large enough sample size.
(C) Linearity in the relationships between variables.
(D) The absence of multicollinearity and singularity.

235. Consider the following steps in reporting research:
(P) Acknowledging sources to avoid plagiarism.
(Q) Reporting procedures and results honestly and accurately.
(R) Sharing data with other competent professionals upon request, while maintaining confidentiality.
(S) Ignoring findings that contradict the initial hypothesis.
Which of the above are considered ethical reporting practices?
(A) P and Q only
(B) P, Q, and R
(C) S only
(D) Q and S only

236. A key feature of a Repeated Measures Design is that:
(A) Different subjects are used in each condition.
(B) The same subjects participate in all experimental conditions.
(C) It can only be used for correlational research.
(D) It does not require statistical analysis.

237. The statistic that represents the strength and direction of a linear relationship between two continuous variables is the:
(A) t-statistic.
(B) F-statistic.
(C) Pearson product-moment correlation coefficient (r).
(D) Chi-square statistic.

238. In a 2x4 factorial ANOVA, what does the "4" represent?
(A) The number of dependent variables.
(B) The number of independent variables.
(C) The number of participants in each cell.
(D) The number of levels of one of the independent variables.

239. The primary disadvantage of a quasi-experimental design compared to a true experimental design is:
(A) Lower internal validity due to potential confounding variables.
(B) Lower external validity.
(C) Inability to manipulate the independent variable.
(D) Requirement for a much larger sample size.

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240. Match List I with List II.
List I: (Research Concept)
P. Independent Variable
Q. Dependent Variable
R. Operational Definition
S. Extraneous Variable
List II: (Example)
1. Test scores in a study on teaching methods.
2. Room temperature during a test.
3. Type of therapy (CBT vs. Psychoanalysis).
4. "Anxiety" defined as heart rate in beats per minute.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-2, R-1, S-4

241. The statistical significance of a result (e.g., $p < .05$) tells a researcher:
(A) The size of the effect is large.
(B) The observed result is unlikely to have occurred by chance alone.
(C) The result is of practical importance.
(D) The research hypothesis is proven to be true.

242. Arrange the scales of measurement in the correct sequence from least to most informative:
(P) Ratio
(Q) Interval
(R) Nominal
(S) Ordinal
(A) R, S, Q, P
(B) R, Q, S, P
(C) S, R, Q, P
(D) P, Q, S, R

243. What is the role of a hypothesis in the research process?
(A) It is the final answer to the research question.
(B) It is a summary of existing literature.
(C) It is a guiding prediction that directs the investigation and data analysis.
(D) It is a description of the sample used in the study.

244. Given below are two statements regarding experimental designs:
Statement I: The purpose of a Randomized Block Design is to study the interaction between two independent variables.
Statement II: The purpose of a Factorial Design is to study the interaction between two or more independent variables.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

245. Consider the following methods suitable for research:
(P) Observation
(Q) Survey
(R) Experimental
(S) Phenomenology
(T) Guesswork
Which of the above are considered systematic methods of research?
(A) P, Q, and R only
(B) P, Q, R, and S only
(C) T only
(D) All of the above

NODIA

246. The main difference between a biserial and a point-biserial correlation is:
(A) The scale of the continuous variable.
(B) Whether the dichotomous variable is natural (true) or artificial.
(C) The sample size required.
(D) The direction of the relationship.

247. The most appropriate descriptive statistic for summarizing a set of scores from a highly skewed distribution is the:
(A) Mean.
(B) Standard deviation.
(C) Range.
(D) Median.

248. In the context of research design, MANOVA and ANCOVA are categorized as:
(A) Experimental Designs.
(B) Correlational Analysis.
(C) Special Correlation Methods.
(D) Non-parametric tests.

249. A researcher studying the effectiveness of a new drug gives one group the drug and a second group a sugar pill that looks identical. The sugar pill is a(n):

(A) Independent variable.
(B) Dependent variable.
(C) Placebo.
(D) Confounding variable.

250. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Qualitative research often involves a smaller number of participants compared to quantitative research.
Reason (R): The goal of qualitative research is to achieve in-depth understanding and rich description, not statistical generalization to a large population.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Direction : Please read the following source carefully.

Research in psychology is a systematic and formalised inquiry aimed at discovering, interpreting, and revising knowledge about human behaviour and mental processes. The purpose of research extends beyond mere information gathering; it involves a rigorous process that begins with the identification of a research problem—a query about a relationship between variables or a gap in existing knowledge. To investigate this problem, researchers formulate a hypothesis, which is a specific, testable prediction about the expected outcome. Central to this process is the clear and precise operational definition of variables, which involves specifying the exact procedures or operations used to measure or manipulate them. This ensures that the research is replicable and its findings can be objectively evaluated. The selection of participants is governed by sampling techniques, which determine how a subset of a population is chosen to represent the whole. Throughout this entire process, from conception to reporting, researchers must adhere to a strict code of ethics. This involves ensuring informed consent, protecting participants from harm, maintaining confidentiality, and reporting findings honestly and without fabrication or misrepresentation. Ethical conduct is not a mere procedural step but the fundamental bedrock upon which the credibility and validity of all psychological research are built.

Based on the above source, attempt the following five questions.

251. What is the primary function of an operational definition in psychological research?
(A) To formulate a broad, untestable research question.
(B) To specify the exact procedures for measuring or manipulating a variable.
(C) To ensure the ethical treatment of participants.
(D) To select a representative sample from a larger population.

252. According to the passage, a hypothesis is best described as a:
(A) specific, testable prediction about a research outcome.
(B) general summary of existing literature.
(C) definitive statement of fact about a population.
(D) final interpretation of research data.

253. The passage emphasizes that ethical conduct in research is crucial for:
(A) reducing the cost and duration of the study.
(B) ensuring the statistical significance of the results.
(C) maintaining the credibility and validity of the findings.
(D) simplifying the data analysis process.

254. Which of the following is identified as the initial step in the research process described in the passage?
(A) The selection of a sampling technique.
(B) The operational definition of variables.
(C) The formulation of a testable hypothesis.
(D) The identification of a research problem.

255. Based on the source, what is the core purpose of research in psychology?
(A) To exclusively gather anecdotal evidence about human behaviour.
(B) To prove pre-existing beliefs using informal methods.
(C) To engage in systematic inquiry for discovering and revising knowledge.

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(D) To focus solely on the reporting of established psychological facts.

Direction : Please read the following source carefully.

The landscape of psychological research is shaped by distinct paradigms, each offering a unique lens through which to understand human phenomena. The quantitative paradigm is rooted in a post-positivist philosophy, assuming a single, objective reality that can be measured and understood through numerical data. It employs structured methods to test hypotheses, identify cause-and-effect relationships, and make generalisations from a sample to a population. In stark contrast, the qualitative paradigm, often associated with constructivist or interpretivist philosophies, assumes that reality is subjective, socially constructed, and multifaceted. It seeks an in-depth understanding of human experience within its natural context, utilising methods that yield rich, descriptive data, such as narratives and observations, to explore meanings and patterns. Positioned between these two is the mixed-methods approach, which represents a pragmatic paradigm. This approach involves the intentional integration of both quantitative and qualitative methods within a single study. The rationale for this integration is that it allows for a more comprehensive and holistic understanding of a research problem, as the strengths of one method can compensate for the weaknesses of the other, leading to more robust and nuanced conclusions than either paradigm could achieve alone.

Based on the above source, attempt the following five questions.

256. Which research paradigm assumes the existence of a single, measurable, and objective reality?
(A) The qualitative paradigm.
(B) The quantitative paradigm.
(C) The mixed-methods approach.
(D) The constructivist paradigm.

257. A researcher aiming to gain a deep, contextualised understanding of the lived experiences of a specific community would most likely adopt which paradigm?
(A) The quantitative paradigm, to generalise findings to a larger population.
(B) A purely experimental approach, to establish causal relationships.
(C) The post-positivist paradigm, to measure experiences numerically.
(D) The qualitative paradigm, to explore subjective and socially constructed realities.

258. What is the primary justification for using a mixed-methods approach as described in the passage?
(A) To achieve a more comprehensive and holistic understanding of a research problem.
(B) To reduce the complexity of the research design.
(C) To exclusively focus on either numerical data or descriptive narratives.
(D) To adhere to a single philosophical assumption about reality.

NODIA

259. The qualitative paradigm is most closely associated with which of the following philosophical positions?
(A) Post-positivism, which emphasizes objectivity.
(B) Pragmatism, which focuses on integrating methods.
(C) Interpretivism, which emphasizes subjective meaning.
(D) Empiricism, which relies solely on numerical measurement.

260. According to the passage, a key distinction between the quantitative and qualitative paradigms lies in their approach to:
(A) the assumption about the nature of reality and how it should be studied.
(B) the necessity of ethical guidelines in research.
(C) the requirement for reporting findings to the scientific community.
(D) the importance of identifying a clear research problem.

Direction : Please read the following source carefully.

Within the qualitative research paradigm, a variety of methods are employed to explore the depth and complexity of human experience. Phenomenology focuses on understanding the essence of a lived experience from the perspective of the individuals who have lived it, seeking to

uncover the common structures of that experience. In contrast, grounded theory is a systematic methodology aimed at generating a theory that is 'grounded' in the data itself; the researcher collects and analyses data concurrently, allowing theoretical concepts to emerge directly from the observations. Ethnography involves the researcher's deep immersion into a particular culture or social group to understand its customs, behaviours, and shared meanings from an insider's point of view. A case study provides an in-depth, multifaceted investigation of a single individual, group, or event, using multiple sources of evidence to gain a rich, holistic account. Narratives are used to analyse the stories people tell, focusing on the structure and content of their accounts to understand how they construct meaning and identity. Finally, focus groups bring together a small group of individuals to discuss a specific topic, with the researcher facilitating the discussion to explore group dynamics, shared beliefs, and diverse perspectives on an issue.

Based on the above source, attempt the following five questions.

261. A researcher who lives within a remote community for two years to understand its social structure and rituals is conducting which type of study?
(A) A case study.
(B) A phenomenological study.
(C) A grounded theory study.
(D) An ethnography.

262. The primary goal of grounded theory is to:
(A) test a pre-existing theoretical framework.
(B) develop a theory that emerges directly from the data collected.
(C) describe the essence of a shared lived experience.
(D) investigate a single, unique event in exhaustive detail.

263. A study that aims to explore the common themes in the lived experience of surviving a natural disaster would be best described as:
(A) a narrative analysis.
(B) a focus group.
(C) a phenomenology.
(D) an ethnography.

264. Which method involves the in-depth, multifaceted investigation of a single unit of analysis, such as one person or a specific organization?
(A) Focus group.
(B) Grounded theory.
(C) Phenomenology.
(D) Case study.

265. A researcher facilitates a discussion among a small group of new parents to explore their shared challenges and support systems. This method is an example of:
(A) a focus group.
(B) a narrative analysis.
(C) an ethnography.
(D) a case study.

Direction : Please read the following source carefully.

Quantitative research encompasses a range of methods designed for systematic investigation. The survey method is a widely used approach for collecting data from a large number of individuals through instruments like questionnaires or structured interviews, aiming to describe attitudes, opinions, or behaviours. Observation involves systematically watching and recording behaviour as it occurs, which can be done in a naturalistic setting or a controlled laboratory environment. For establishing cause-and-effect relationships, the experimental method is paramount. It is characterized by the manipulation of an independent variable, the strict control of extraneous variables, and the random assignment of participants to conditions. A closely related method is the quasi-experimental design, which also aims to assess causality but lacks the element of random assignment to treatment and control groups, often due to practical or ethical constraints. This makes it more difficult to rule out alternative explanations for the findings. Field studies are conducted in real-life settings rather than in a laboratory, which increases their ecological validity but may reduce the level of control. Finally, cross-cultural studies are a comparative method used to examine how behaviour and mental processes differ or are similar across different cultures, providing insights into the universality or cultural specificity of psychological principles.

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Based on the above source, attempt the following five questions.

266. What is the defining characteristic that distinguishes a true experimental design from a quasi-experimental design?
(A) The use of a questionnaire for data collection.
(B) The random assignment of participants to conditions.
(C) The manipulation of an independent variable.
(D) The study being conducted in a real-life setting.

267. A researcher wants to investigate whether psychological principles of attachment are universal or culturally specific. Which research method would be most appropriate?
(A) A field study.
(B) A cross-cultural study.
(C) A quasi-experimental design.
(D) A survey using structured interviews.

268. According to the passage, the primary purpose of the experimental method is to:
(A) establish cause-and-effect relationships between variables.
(B) provide a rich description of a single individual.
(C) collect opinions from a large sample via interviews.
(D) observe behaviour in its natural environment without intervention.

269. A study conducted in a real-world environment, like a school or an office, to observe natural behaviours is best described as a:
(A) laboratory experiment.
(B) quasi-experimental design.
(C) field study.
(D) cross-cultural study.

270. The survey method, as described in the source, typically uses which of the following instruments for data collection?
(A) Direct manipulation of variables and observation of effects.
(B) Deep immersion into a cultural group.
(C) Analysis of personal stories and narratives.
(D) Questionnaires and structured interviews.

Direction : Please read the following source carefully.

Descriptive statistics are fundamental tools in psychology for summarizing and organizing data in a meaningful way. Measures of central tendency provide a single value that represents the typical or central score in a distribution. The most common measures are the mean (the arithmetic average), the median (the middle score in an ordered distribution), and the mode (the most frequently occurring score). While the mean is widely used, it is sensitive to extreme scores or outliers. In contrast, measures of dispersion describe the spread or variability of scores in a distribution. These include the range (the difference between the highest and lowest scores), the variance, and the standard deviation (the average distance of scores from the mean). A low standard deviation indicates that data points tend to be close to the mean, whereas a high standard deviation indicates that they are spread out over a wider range. These descriptive measures are often interpreted in the context of the Normal Probability Curve, a theoretical, symmetrical, bell-shaped distribution where the mean, median, and mode are all equal and located at the center. The predictable properties of this curve allow researchers to understand the proportion of scores that fall within certain distances (measured in standard deviations) from the mean, forming a basis for many inferential statistical procedures.
Based on the above source, attempt the following five questions.

271. In a perfectly symmetrical Normal Probability Curve, which statement is true?
(A) The mean is greater than the median.
(B) The mode is different from the mean and median.
(C) The mean, median, and mode are all equal.
(D) The standard deviation is equal to zero.

272. A researcher finds that a set of exam scores has a high standard deviation. What does this indicate about the scores?
(A) The scores are all clustered very close to the average score.
(B) The scores are spread out over a wide range of values.
(C) Most students achieved the same score.
(D) The distribution of scores is negatively

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skewed.

273. Which measure of central tendency is described as being most sensitive to extreme outliers in a dataset?
(A) The mode.
(B) The median.
(C) The range.
(D) The mean.

274. A psychologist wants to communicate the variability or spread of scores in a dataset. Which of the following would be a measure of dispersion?
(A) The standard deviation.
(B) The median.
(C) The mean.
(D) The mode.

275. The Normal Probability Curve is described as a theoretical distribution that helps researchers to:
(A) eliminate all variability from a dataset.
(B) prove that all psychological data naturally follows a bell shape.
(C) understand the proportion of scores falling within specific distances from the mean.
(D) select the most appropriate measure of central tendency for skewed data.

Direction : Please read the following source carefully.

In psychological statistics, researchers often need to choose between parametric and non-parametric tests. This choice is largely dependent on the assumptions made about the population distribution. Non-parametric tests, also known as distribution-free tests, are employed when the data do not meet the stringent assumptions of parametric tests, such as the assumption of a normal distribution. For instance, the Mann-Whitney test is a non-parametric alternative to the independent samples t-test, used to compare two independent groups when the data are ordinal or do not follow a normal distribution. For related samples, the Wilcoxon Signed-rank test serves as an alternative to the paired samples t-test. The Sign Test is another, simpler test for related samples that considers only the direction of change. When a study involves comparing more than two independent groups, the Kruskal-Wallis test is the non-parametric equivalent of the one-way ANOVA. Similarly, for comparing more than two related groups, the Friedman test is used as the non-parametric counterpart to the repeated measures ANOVA. Accompanying these tests, researchers also consider power analysis, which helps determine the probability of detecting a true effect, and effect size, which quantifies the magnitude of an observed effect, providing more substantive meaning to the results beyond statistical significance.

Based on the above source, attempt the following five questions.

276. A researcher wishes to compare the performance of three independent groups on a ranked variable. Which non-parametric test would be most appropriate?
(A) Kruskal-Wallis test.
(B) Mann-Whitney test.
(C) Wilcoxon Signed-rank test.
(D) Friedman test.

277. The Wilcoxon Signed-rank test is described as a non-parametric alternative for which parametric test?
(A) The independent samples t-test.
(B) The one-way ANOVA.
(C) The repeated measures ANOVA.
(D) The paired samples t-test.

NODIA

278. According to the passage, non-parametric tests are most suitable when:
(A) the data perfectly follows a normal distribution.
(B) the assumptions for parametric tests are not met.
(C) the sample size is extremely large.
(D) the researcher wants to calculate a precise effect size.

279. A study compares the anxiety levels of one group of participants before and after a therapeutic intervention. If the data are not normally distributed, which test should be used?
(A) The Mann-Whitney test, as it involves two conditions.
(B) The Kruskal-Wallis test, as it is a powerful alternative to ANOVA.
(C) The Wilcoxon Signed-rank test, as it compares related samples.

(D) The Friedman test, as it compares multiple time points.

280. What is the purpose of calculating effect size in conjunction with a statistical test?
(A) To determine if the data is normally distributed.
(B) To ensure the assumptions of the test have been met.
(C) To decide whether a parametric or non-parametric test should be used.
(D) To quantify the magnitude of an observed effect.

Direction : Please read the following source carefully.

Correlational analysis is a statistical method used to measure and describe the direction and strength of the relationship between two or more variables. It does not imply causation but indicates the extent to which variables co-vary. The most common technique is the Pearson Product-Moment correlation, which is used when both variables are measured on an interval or ratio scale and the relationship is linear. For data that is in the form of ranks or is ordinal in nature, the Rank Order correlation, often Spearman's rho, is the appropriate choice. Beyond simple bivariate relationships, correlational analysis can become more complex. For instance, partial correlation is used to examine the relationship between two variables while statistically controlling for the influence of a third, confounding variable. This helps in isolating the unique relationship between the two primary variables. When a researcher is interested in the relationship between one criterion variable and a combination of several predictor variables, multiple correlation is employed. This technique provides a measure of the overall association between the criterion and the set of predictors, forming a basis for predictive models like multiple regression. Understanding these different correlational techniques allows researchers to more accurately map the complex web of relationships that exist among psychological variables.

Based on the above source, attempt the following five questions.

281. A researcher wants to measure the strength and direction of the linear relationship between IQ scores (ratio scale) and academic grades (interval scale). Which correlation coefficient is most appropriate?
(A) Product Moment correlation.
(B) Rank Order correlation.
(C) Partial correlation.
(D) Multiple correlation.

282. What is the primary purpose of using partial correlation?
(A) To measure the relationship between a single variable and a combination of other variables.
(B) To determine the relationship between two variables while controlling for a third variable.
(C) To correlate variables that are measured on an ordinal scale.
(D) To establish a direct causal link between two variables.

283. If a study uses ranked data to assess the relationship between finishing positions in a race and judges' ratings of performance, which method should be used?
(A) Pearson Product-Moment correlation.
(B) Rank Order correlation.
(C) Partial correlation.
(D) Multiple correlation.

284. A psychologist is interested in the overall association between a student's well-being and a combination of factors including sleep, exercise, and social support. Which type of analysis would be used to find this overall association?
(A) Multiple correlation.
(B) Simple bivariate correlation.
(C) Partial correlation.
(D) Rank Order correlation.

285. A key limitation of correlational analysis mentioned in the passage is that it:
(A) can only be used with ordinal data.
(B) is not suitable for measuring the strength of a relationship.
(C) does not provide evidence of causation between variables.
(D) is overly complex for practical use in psychology.

Direction : Please read the following source

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carefully.

Beyond standard correlation coefficients, there are several special correlation methods designed for situations involving dichotomous variables. The choice of method depends on whether the dichotomy is true or artificial. A true dichotomy represents a natural, discrete division (e.g., gender: male/female), while an artificial dichotomy is created by splitting a continuous variable at some point (e.g., splitting exam scores into 'pass' and 'fail'). The point biserial correlation is used when one variable is a true dichotomy and the other is continuous (e.g., correlating gender with reaction time). If the dichotomous variable is artificial, the biserial correlation is the appropriate choice instead. When both variables are dichotomous, the choice again depends on their nature. The phi coefficient is used when both variables are true dichotomies (e.g., correlating gender with passing/failing a single test item, where pass/fail is a true dichotomy of 'correct' or 'incorrect'). In contrast, if both dichotomous variables are artificial, derived from underlying continuous distributions, the tetrachoric correlation is used. For example, it could be used to correlate two personality traits that have both been artificially dichotomized into 'high' and 'low' categories. These special methods allow researchers to quantify associations in a wider variety of data structures than standard correlational techniques.

Based on the above source, attempt the following five questions.

286. A researcher wants to find the correlation between marital status (a true dichotomy: married/unmarried) and annual income (a continuous variable). Which coefficient should be used?
(A) Biserial correlation.
(B) Tetrachoric correlation.
(C) Phi coefficient.
(D) Point biserial correlation.

287. The tetrachoric correlation coefficient is the most appropriate method when:
(A) both variables are continuous.
(B) one variable is a true dichotomy and one is continuous.
(C) both variables are artificial dichotomies.
(D) both variables are true dichotomies.

288. What is the key distinction between using a biserial and a point biserial correlation?
(A) The number of variables being correlated.
(B) Whether the dichotomous variable is true or artificial.
(C) Whether the continuous variable is normally distributed.
(D) The sample size of the study.

289. A study investigates the association between two survey items, both with 'Yes/No' answers, which are considered true dichotomies. The appropriate correlation to calculate would be the:
(A) tetrachoric correlation.
(B) biserial correlation.
(C) point biserial correlation.
(D) phi coefficient.

290. A researcher dichotomizes anxiety scores into 'high anxiety' and 'low anxiety' and blood pressure readings into 'high' and 'low'. Both are artificial dichotomies. To correlate these two variables, the researcher should use:
(A) the tetrachoric correlation.
(B) the phi coefficient.
(C) the point biserial correlation.
(D) the Pearson correlation.

Direction : Please read the following source carefully.

Regression analysis extends correlational analysis by focusing on prediction. Simple linear regression is used to model the relationship between a single independent (predictor) variable and a single dependent (criterion) variable. Its goal is to find the best-fitting straight line that can be used to predict the value of the dependent variable from the value of the independent variable. When prediction is based on more than one independent variable, the technique expands to multiple regression. This method determines the best linear combination of multiple predictor variables to predict a single criterion variable, and it can also assess the unique contribution of each predictor. Shifting from prediction to data reduction, factor analysis is a multivariate statistical technique used to identify underlying latent structures or dimensions within a large set of variables. It operates on the assumption that observed variables are correlated because they

share one or more common underlying factors. The process involves extracting these factors and then performing a factor rotation (e.g., Varimax, Promax) to simplify the factor structure and make it more interpretable. The ultimate goal of factor analysis is not to predict one variable from others, but to reduce the complexity of the data by grouping correlated variables into a smaller number of meaningful, unobserved factors.

Based on the above source, attempt the following five questions.

291. What is the primary goal of simple linear regression?
(A) To reduce a large number of variables into a smaller set of factors.
(B) To assess the relationship between two variables while controlling for a third.
(C) To model the relationship between one predictor and one criterion variable for prediction.
(D) To identify the underlying latent structure of a set of observed variables.

292. Factor analysis is fundamentally a technique for:
(A) data reduction and identifying latent structures.
(B) predicting a single outcome from multiple input variables.
(C) determining the causal relationship between two variables.
(D) comparing the means of two or more groups.

293. In the context of factor analysis, what is the purpose of factor rotation?
(A) To increase the number of extracted factors.
(B) To test the significance of the correlation matrix.
(C) To predict a criterion variable from the factors.
(D) To simplify the factor structure for better interpretation.

294. A researcher would use multiple regression instead of simple linear regression when they want to:
(A) correlate two variables that are both dichotomous.
(B) use more than one predictor variable to predict an outcome.
(C) reduce the complexity of a large dataset.
(D) compare the means of several different groups.

295. According to the passage, the core assumption of factor analysis is that observed variables are correlated because:
(A) they are all measuring entirely different constructs.
(B) one variable causes the other in a linear fashion.
(C) they share one or more common underlying factors.
(D) the data has been collected using a flawed methodology.

Direction : Please read the following source carefully.

Advanced experimental designs and statistical analyses allow researchers to investigate complex questions. Analysis of Variance (ANOVA) is a powerful tool for comparing means across two or more groups. A One-way ANOVA is used when there is one independent variable with multiple levels, while a Factorial ANOVA is used when there are two or more independent variables, allowing for the examination of both main effects and interaction effects. To increase precision, a Randomized Block Design can be used to control for a known source of variation by grouping subjects into blocks. A Repeated Measures Design, where the same subjects are tested under all conditions, is highly efficient for controlling individual differences. The Latin Square design is more complex, allowing for the control of two nuisance factors simultaneously. For studies with multiple dependent variables, Multivariate Analysis of Variance (MANOVA) is employed. If a researcher needs to statistically control for a continuous variable (a covariate) that might influence the dependent variable, Analysis of Covariance (ANCOVA) is the appropriate choice. Beyond group comparisons, methodologies like cohort studies and time series analysis track changes over time, while single-subject designs focus intensively on the behaviour of one or a few individuals, offering detailed insights into treatment effects at the individual level.

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296. A researcher wants to study the effects of both teaching style (three types) and class size (two levels) on student performance. Which statistical analysis is most appropriate for examining the main effects and potential interaction?
(A) One-way ANOVA.
(B) ANCOVA.
(C) MANOVA.
(D) Factorial ANOVA.

297. A psychologist plans to compare the effectiveness of a new therapy against a control condition but knows that pre-existing anxiety levels (a continuous variable) will affect the outcome. To statistically control for this variable, the psychologist should use:
(A) ANCOVA.
(B) MANOVA.
(C) a Repeated Measures Design.
(D) a One-way ANOVA.

298. If a study aims to analyze the effects of an intervention on multiple dependent variables simultaneously (e.g., depression, anxiety, and stress scores), the most suitable analysis would be:
(A) Factorial ANOVA.
(B) MANOVA.
(C) ANCOVA.
(D) a Time series analysis.

NODIA

299. Which design is characterized by the intensive study of behaviour in one or a few individuals to assess treatment effects at an individual level?
(A) A cohort study.
(B) A single-subject design.
(C) A Randomized Block Design.
(D) A Latin Square design.

300. A Repeated Measures Design is described as being highly efficient because it:
(A) uses the same subjects in all conditions, thus controlling for individual differences.
(B) allows for the control of two nuisance factors.
(C) tracks a large group of individuals over a long period.
(D) statistically removes the effect of a continuous covariate.

ANSWERS

1. (B) A systematic inquiry conducted to discover or revise facts, theories, and applications.
Scholarly research is defined as a structured and methodical process of investigation aimed at expanding the existing body of knowledge. It involves the systematic collection and analysis of data to discover new facts, validate theories, or develop practical applications. Unlike casual searches, academic research follows rigorous protocols to ensure reliability and validity, making it a cornerstone for evidence-based decision-making in various scientific and academic disciplines.

2. (C) Statement I is true, but Statement II is false.
A research problem must be practically executable, considering the constraints of time, budget, and the researcher's specialized skills. This feasibility is a fundamental criterion for successful academic inquiry. However, research problems do not always emerge from established theories; they often arise from practical observations, social issues, or gaps in current knowledge. Inquiry can be exploratory or descriptive without requiring a theoretical foundation to justify its initial investigation.

3. (C) Numerical values and statistical figures.
The quantitative research paradigm is rooted in positivism, emphasizing objective measurement and the quantification of variables. Data collected within this framework primarily consist of numerical values and statistical figures obtained through tools like structured surveys or laboratory experiments. This numerical focus allows for complex mathematical analysis, enabling researchers to identify patterns, calculate averages, and test hypotheses to reach conclusions that can be generalized to larger populations.

4. (D) Independent variable.
In an experimental study, the independent variable is the factor that the researcher actively manipulates to observe its effects on an outcome. It represents the cause or the intervention being tested. By dividing participants into different groups and applying the teaching method to only one, the researcher treats the method as the causal agent. The resulting changes in student performance are then measured to determine the impact.

5. (A) P-4, Q-2, R-1, S-3
Qualitative research methods serve distinct purposes in social science. Ethnography focuses on the immersive study of cultural groups within their natural settings. Phenomenology explores the unique lived experiences and subjective meanings individuals attach to specific phenomena. Case studies provide an in-depth investigation into a single unit or entity to gain detailed insights. Grounded theory involves a systematic process where researchers develop new theoretical frameworks directly derived from systematically collected data.

6. (B) The median is less affected by extreme scores than the mean.
Measures of central tendency describe the typical value in a dataset. The mean is highly sensitive to outliers, which can significantly pull its value toward the extremes. In contrast, the median represents the middle point of a ranked distribution, making it more robust and stable when dealing with skewed data. This characteristic ensures that the median provides a more accurate representation of the center in non-symmetrical distributions.

7. (D) It is bimodal.
The normal probability curve is a fundamental statistical concept characterized by its bell-shaped, unimodal, and symmetrical structure. Its mean, median, and mode are all located at the same central point. The curve's tails extend indefinitely, approaching but never touching the horizontal axis, which is known as being asymptotic. Describing this distribution as bimodal is incorrect because it possesses only one peak representing the most frequent value.

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8. (A) Independent samples t-test
Parametric tests rely on specific assumptions about the population distribution, such as normality and homogeneity of variance. The independent samples t-test is a classic parametric procedure used to compare means between two groups. Conversely, non-parametric tests like the Mann-Whitney U, Kruskal-Wallis, and Wilcoxon Signed-rank tests do not require these strict distributional assumptions. They are often used when data are ranked or when the sample size is small.

9. (C) Field study.
Field studies involve conducting research within naturalistic environments where behaviors occur spontaneously without the artificial constraints of a laboratory. This approach allows social psychologists to observe interactions and social phenomena in their real-world context, such as workplaces or schools. By prioritizing ecological validity, field studies provide insights that are directly applicable to everyday life. This method contrasts with experiments that strictly control variables in highly regulated settings.

10. (A) Both A and R are true and R is the correct explanation of A.
Random assignment is a critical component of experimental design used to minimize selection bias. By giving every participant an equal chance of being placed in any group, researchers distribute individual differences across all conditions. This process helps ensure that the experimental and control groups are statistically equivalent at the start of the study. Consequently, any observed differences in the outcome can be more confidently attributed to the manipulated independent variable.

11. (D) A score on the State-Trait Anxiety Inventory.
An operational definition provides a clear, objective, and measurable way to identify a construct within a specific study. While general descriptions of anxiety focus on feelings or psychological states, they lack the precision needed for empirical measurement. Using a standardized tool like the State-Trait Anxiety Inventory converts an abstract emotion into a quantifiable score. This allows researchers to perform statistical analyses and enables other scientists to replicate the study's exact procedures accurately.

12. (B) Mixed methods approach.
A mixed methods approach integrates both quantitative and qualitative data collection and analysis within a single research project. By combining the breadth of statistical survey data with the depth of individual interviews, researchers can gain a more comprehensive understanding of complex social issues. This triangulation of methods helps validate findings and provides a richer narrative that neither approach could achieve alone. It bridges the gap between numerical trends and human experiences.

13. (C) To determine the appropriate sample size needed to detect a real effect.
Power analysis is a prospective statistical procedure used during the planning phase of a study. Its primary goal is to calculate the minimum number of participants required to detect a significant effect if one actually exists. By accounting for the expected effect size and the desired alpha level, researchers can avoid Type II errors. This ensures that the study has sufficient statistical strength to provide meaningful conclusions without wasting valuable resources.

14. (D) Phi coefficient.
The phi coefficient is a specialized correlation measure designed specifically for situations involving two truly dichotomous variables. A true dichotomy occurs when a variable has only two naturally occurring categories, such as binary outcomes. While other correlation methods like point biserial or tetrachoric are used for different combinations of continuous and categorical data, phi is mathematically equivalent to the Pearson correlation for two-by-two contingency tables. It accurately reflects the relationship strength.

15. (A) P and R only
Ethical research conduct is founded on the principles of respect for persons and justice. Voluntary participation and informed consent ensure that individuals are not coerced and understand the study's nature. Maintaining confidentiality protects participants' identities and personal information from unauthorized disclosure. In contrast, causing intentional harm

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or fabricating data violates the fundamental tenets of non-maleficence and scientific integrity. Adherence to these standards is mandatory for any legitimate academic or professional investigation.

16. (B) Variance.
Variance is a statistical measure that quantifies the degree of spread or dispersion within a set of data. It is calculated by determining the difference between each individual score and the mean, squaring those differences to eliminate negative values, and then averaging the results. This provides a mathematical representation of how much the scores deviate from the center. Higher variance indicates that data points are widely scattered, while lower variance suggests they are concentrated.

17. (B) Cohort study.
A cohort study is a longitudinal research design that follows a specific group of individuals who share a common characteristic or experience over an extended period. This shared attribute, such as being born in the same year or graduating at the same time, defines the cohort. By tracking these individuals over time, researchers can observe how certain factors influence outcomes and developments. This method is particularly effective for identifying long-term trends and causal relationships.

18. (A) Lack of random assignment to conditions.
Quasi-experimental designs share several features with true experiments, such as the manipulation of an independent variable and the use of comparison groups. However, the defining difference is the absence of random assignment. Researchers often use pre-existing groups, such as students in specific classrooms or employees in different departments. While this approach increases the study's practical feasibility in real-world settings, it necessitates careful statistical control to account for potential pre-existing differences between participants.

19. (A) Both Statement I and Statement II are true.
In statistical testing, the null hypothesis serves as a baseline assumption that no effect or relationship exists between the studied variables. It is the statement that researchers aim to challenge. A directional hypothesis, on the other hand, goes beyond predicting a simple difference by specifying the expected nature of the outcome, such as an increase or decrease. Both types of hypotheses are essential for structuring the research and determining the appropriate statistical tests.

20. (A) Q, T, S, P, R
The research process follows a logical and chronological sequence to ensure scientific rigor. It begins with the formulation of a clear research problem, followed by an extensive literature review to understand the existing knowledge base. Based on this foundation, a testable hypothesis is developed. Subsequently, the researcher collects empirical data through appropriate methods. Finally, the gathered information is analyzed and interpreted to draw meaningful conclusions and address the original research problem.

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21. (C) Interviews and questionnaires.
Survey research is a versatile methodology used to collect information about people's attitudes, behaviors, or characteristics. The two primary instruments utilized in this approach are questionnaires and interviews. Questionnaires typically involve a set of written questions that participants answer independently, either on paper or digitally. Interviews involve direct verbal interaction between the researcher and the participant. Both methods allow for the systematic gathering of self-report data from small or large samples of individuals.

22. (B) Kruskal-Wallis test.
The Kruskal-Wallis test is a non-parametric statistical procedure used to compare the medians of three or more independent groups. It serves as the direct alternative to the one-way Analysis of Variance when data are ranked or do not meet the assumption of normality. Instead of comparing means, this test assesses whether the distributions of the groups differ significantly. It is particularly useful when dealing with small samples or ordinal level measurements in research.

23. (D) The observer effect.
The observer effect occurs when the mere presence of a researcher influences the natural behavior of the individuals being studied. Participants may act differently because they are

aware of being watched, which can compromise the validity of the data. This phenomenon is a significant concern in observational research and ethnography. To minimize this bias, researchers often use unobtrusive methods or spend extended time in the setting to allow participants to become accustomed to their presence.

24. (A) Phenomenology.
Phenomenology is a qualitative research approach dedicated to exploring and describing the essence of human experiences. It focuses on how individuals perceive and make sense of specific events or phenomena in their lives. The primary goal is to capture the lived experience from the first-person perspective, often through in-depth interviews. This method seeks to uncover common themes and universal structures of consciousness that define a particular human situation or social reality.

25. (B) Q only
The relationship between gender and passing a test involves two variables that are both truly dichotomous and nominal in nature. Gender has two natural categories, and passing or failing a test represents a binary outcome. The phi coefficient is the most appropriate statistical technique for calculating the correlation between two such dichotomous variables. Other methods like the t-test or Pearson correlation are designed for different data types, such as continuous variables or mean comparisons.

26. (A) The magnitude or strength of a relationship or phenomenon.
Effect size is a quantitative measure that describes the magnitude of the difference between groups or the strength of the relationship between variables. While p-values indicate whether a result is statistically significant, they do not convey how large or meaningful the effect is in a practical sense. Reporting effect size allows researchers to assess the clinical or educational importance of their findings, providing a more complete picture of the research results beyond simple probability.

27. (D) The age of participants in a study.
In research, a variable is any attribute, characteristic, or condition that can take on different values across individuals or situations. Age is a classic example of a variable because it changes from person to person within a study. In contrast, a constant remains the same for everyone, and a fixed number like pi never changes. Identifying variables is essential for formulating research questions and determining how to measure changes or relationships during an investigation.

28. (B) Convenience sampling is a type of probability sampling.
Sampling techniques are divided into probability and non-probability methods. Probability sampling, such as simple random or stratified sampling, ensures that every population member has a known chance of selection, allowing for statistical generalization. Convenience sampling is a non-probability method where participants are chosen based on easy availability. Because it does not use random selection, the resulting sample may not be representative, making it incorrect to classify it as a type of probability sampling.

29. (C) Taking multiple measurements of a variable over a period of time.
A time series design is a quasi-experimental approach characterized by taking a sequence of measurements of the same variable over an extended period. This allows researchers to establish a baseline and observe trends or changes before and after a specific intervention or event occurs. By analyzing these repeated data points, scientists can better understand the temporal dynamics of a phenomenon and differentiate between temporary fluctuations and lasting impacts on the studied outcome or behavior.

30. (A) Both A and R are true and R is the correct explanation of A.
Factor analysis is a powerful multivariate statistical technique primarily used for data reduction and structure identification. It operates by analyzing the patterns of correlations among a large set of observed variables to find a smaller number of unobserved latent variables, known as factors. These factors explain the shared variance among the original items. By grouping related variables together, researchers can simplify complex datasets while retaining the essential information needed to understand the underlying theoretical constructs.

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31. (A) Multiple regression.
Multiple regression is the most suitable statistical technique for predicting the value of a single continuous dependent variable based on two or more continuous or categorical independent variables. In this scenario, the student's final exam score is the outcome being predicted by study hours and GPA. The analysis provides a mathematical model that shows the individual contribution of each predictor and the overall strength of the relationship, allowing for precise estimation and hypothesis testing.

32. (B) Measurement.
Measurement is the fundamental process of assigning numerical values to objects, events, or characteristics according to a standardized set of rules. This process allows researchers to quantify abstract concepts, enabling the use of mathematical and statistical analysis. Measurement can occur across different levels, ranging from simple categorization to complex ratio scales. Accurate measurement is essential for ensuring the reliability and validity of research findings and for facilitating clear communication within the scientific community.

33. (B) Pearson Correlation – Friedman test
Statistical tests are often paired based on their application to specific research designs. The independent t-test is paired with the Mann-Whitney U, and the paired t-test corresponds to the Wilcoxon Signed-rank test. One-way ANOVA is linked to the Kruskal-Wallis test. However, the Pearson Correlation is a test of association between two continuous variables, whereas the Friedman test is a non-parametric alternative to repeated measures ANOVA. Therefore, pairing them as direct counterparts is statistically incorrect.

34. (A) Grounded theory.
Grounded theory is a qualitative research methodology that focuses on the inductive generation of theory through the systematic analysis of data. Unlike other approaches that test existing theories, grounded theory starts with observations and builds a conceptual framework from the bottom up. Researchers engage in a constant comparative process, refining their categories and relationships as new information emerges. The ultimate goal is to produce a theoretical explanation that is deeply rooted in the social reality being studied.

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35. (A) P, Q, and R
Parametric tests like the t-test and ANOVA are based on specific mathematical assumptions that ensure the validity of the results. These include the requirement that data be measured on an interval or ratio scale and that the population follows a normal distribution. Additionally, many tests assume homogeneity of variances across groups. While large sample sizes are generally preferred to satisfy the central limit theorem, having a small sample size is not an assumption but rather a limitation.

36. (D) The slope representing the specific change in Y for a one-unit change in X.
In the simple linear regression equation, the coefficient 'b' represents the slope of the regression line. It quantifies the rate of change in the dependent variable for every one-unit increase in the independent variable. A positive 'b' value indicates a direct relationship, while a negative value shows an inverse relationship. Understanding the slope is crucial for making predictions and interpreting the impact of the predictor variable on the outcome within the established linear model.

37. (C) One-way ANOVA.
A one-way Analysis of Variance is used to compare the mean scores of three or more independent groups on a single continuous dependent variable. In this case, the researcher is comparing the effectiveness of three distinct types of therapy on depression levels. While a t-test can only compare two groups at a time, ANOVA evaluates whether at least one group mean significantly differs from the others. This approach controls for the increased risk of Type I errors.

38. (B) Find out what is already known about the research topic.
The primary purpose of conducting a literature review is to systematically examine existing research and scholarly articles related to a specific topic. This process helps researchers identify established facts, theoretical frameworks, and current gaps in the field. By understanding the work of others, a researcher can refine their own

study's focus, avoid unnecessary duplication, and place their findings within a broader academic context. It is a foundational step that informs the entire research design.

39. (D) A test used to detect differences in treatments across multiple repeated measures.
The Friedman test is a non-parametric statistical procedure designed for use with related samples or repeated measures data. It is the appropriate alternative to the repeated measures ANOVA when the assumptions of normality or interval-level measurement are not met. This test compares the ranks of scores across multiple conditions or time points for the same group of participants. It is effective for identifying whether there are significant differences in treatments or changes over time.

40. (B) P-2, Q-4, R-3, S-1
Different correlation techniques are utilized based on the nature of the variables involved. Partial correlation measures the relationship between two variables while holding a third constant. Multiple correlation assesses the link between one criterion and several predictors. Rank order correlation is used for data in ranked format. Point biserial correlation connects a continuous variable with a true dichotomy. Correctly identifying these methods is essential for accurate statistical analysis and interpretation of relationships in various research scenarios.

41. (C) To achieve a simpler and more theoretically meaningful factor structure.
In factor analysis, rotation is a mathematical procedure applied after initial factors are extracted. Its primary goal is to redistribute the factor loadings to make the structure more interpretable and theoretically meaningful. By aiming for simple structure, where each variable loads highly on only one factor and low on others, researchers can more easily identify and name the underlying dimensions. Rotation does not change the total variance explained but improves the clarity of the resulting factor solution.

42. (B) Both Statement I and Statement II are false.
Ethnography is a qualitative research methodology that involves immersive observation and description of cultures, rather than purely statistical analysis. Therefore, Statement I is incorrect. Statement II is also false because case studies focus on an in-depth investigation of a single unit or individual. While they provide rich, detailed insights, their findings are not intended to be statistically generalized to an entire population. Both statements mischaracterize the fundamental goals and natures of these specific research approaches.

43. (D) The statement that there is no difference in anxiety between the study groups.
A null hypothesis is a foundational concept in statistical inference that posits the absence of a relationship or difference between variables. It serves as the default position that the researcher attempts to reject through empirical testing. Stating that there is no difference in anxiety between groups is a classic example of a null hypothesis. In contrast, predicting specific outcomes or differences constitutes an alternative or directional hypothesis, which represents the researcher's actual expectation for the study.

44. (B) Latin Square Design.
The Latin Square design is an advanced experimental arrangement used to control for two nuisance variables simultaneously. It organizes experimental conditions into a square grid where each treatment appears exactly once in every row and every column. This structure ensures that the effects of the primary independent variable can be isolated from the confounding influences of the two controlled factors. It is a highly efficient method for reducing error variance in complex experimental settings with limited resources.

45. (B) Q, R and S only
While the Pearson and Spearman correlations are standard techniques for continuous and ranked data, several specialized methods exist for specific data types. Tetrachoric correlation is used for two artificially dichotomized variables. Biserial correlation links a continuous variable with an artificial dichotomy. The phi coefficient is designed for two true dichotomies. These methods are considered special because they address unique measurement scenarios that go beyond the basic linear relationship assumptions of more common correlation coefficients used in research.

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46. (D) The use of random assignment to groups.
Both experimental and quasi-experimental designs involve the manipulation of an independent variable to observe its effect on a dependent variable. The critical factor that distinguishes a true experiment is the use of random assignment to place participants into different groups. Randomization helps ensure that groups are equivalent at the start, enhancing internal validity. Quasi-experiments lack this feature, often relying on pre-existing groups, which introduces potential confounding variables that the researcher must address through statistical controls.

47. (A) Informed consent.
Informed consent is a fundamental ethical requirement in research involving human participants. It involves providing individuals with clear and comprehensive information about the study's purpose, procedures, potential risks, and benefits. This ensures that participants can make a voluntary and reasoned decision about their involvement. Obtaining consent is a continuous process that respects participant autonomy and is essential for maintaining the integrity and ethical standing of any scientific investigation within the academic and professional communities.

48. (B) MANOVA.
Multivariate Analysis of Variance is the appropriate statistical technique when a researcher wants to examine the effects of one or more independent variables on multiple continuous dependent variables simultaneously. In this scenario, the teaching program's impact is being measured on both mathematics and science scores. By analyzing the dependent variables together, MANOVA accounts for the correlations between them, providing a more robust and comprehensive test of the intervention's overall effectiveness than conducting separate univariate analyses.

49. (B) The effect of one independent variable depends on the level of another independent variable.
In a factorial research design, an interaction effect occurs when the impact of one independent variable on the dependent variable changes depending on the level of a second independent variable. This suggests that the variables do not act in isolation but rather combine in a specific way to influence the outcome. Identifying interactions is crucial for understanding complex relationships, as it reveals that a single main effect may not tell the whole story across all experimental conditions.

50. (A) Both A and R are true and R is the correct explanation of A.
The Sign Test is one of the simplest non-parametric procedures used for analyzing paired data or related samples. Its simplicity stems from its focus purely on the direction of change, such as whether a score increased or decreased, rather than the size of that change. By converting differences into positive or negative signs, it bypasses strict assumptions about population distribution and measurement scales. This makes it a useful, though less powerful, tool for preliminary or small-scale data analysis.

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51. (C) To evaluate the effectiveness of an intervention on a single participant or unit.
Single-subject designs are quantitative research frameworks focused on tracking the behavior of a single individual or a small unit over time. Unlike group designs that rely on averages, these studies emphasize detailed, repeated measurements before, during, and after an intervention. This allows researchers to observe the direct impact of a treatment on the specific subject. While findings are not broadly generalizable in the traditional statistical sense, they provide valuable evidence for individual-level clinical and educational practices.

52. (B) Orthogonal rotation.
Varimax is a widely used orthogonal rotation method in factor analysis. Orthogonal rotations maintain the factors as completely independent and uncorrelated with each other. The specific goal of Varimax is to maximize the variance of the squared factor loadings within each factor. This results in a simpler structure where variables tend to load heavily on one factor and very low on others, making the underlying dimensions of the dataset much easier for researchers to identify and interpret clearly.

53. (C) A study comparing behaviors or psychological variables across two or more different cultures.
Cross-cultural studies involve the systematic comparison of psychological variables, behaviors, or social phenomena across two or more different cultural groups. The primary objective is to identify universal human traits as well as culture-specific differences. By examining how diverse environments and traditions shape human development and interaction, researchers can gain a broader understanding of the human condition. This approach helps ensure that theories developed in one cultural context are validated and applicable globally across various societies.

54. (A) Q, R, P
Non-parametric tests are selected based on their parametric counterparts. The Wilcoxon Signed-rank test corresponds to the paired t-test for related samples. The Mann-Whitney U test serves as the alternative for the independent samples t-test between two groups. The Kruskal-Wallis test is the non-parametric equivalent of the one-way ANOVA for comparing three or more groups. Therefore, the sequence Q, R, and P correctly aligns with the requested parametric counterparts in the specified order.

55. (D) Engaging in long-term participant observation within a community.
Ethnography is a qualitative research approach characterized by the in-depth study of a cultural group within its natural environment. The hallmark technique of this method is long-term participant observation, where the researcher deeply immerses themselves in the daily lives and activities of the community. This allows for a rich, nuanced understanding of shared beliefs, rituals, and social interactions from an insider perspective. Unlike structured experiments or surveys, ethnography prioritizes holistic context and subjective meaning over statistical control.

56. (A) Combine the features of ANOVA and regression to statistically control for a covariate.
The Analysis of Covariance is a statistical technique that combines the principles of ANOVA and linear regression. Its primary function is to compare group means on a dependent variable while statistically controlling for the influence of an extraneous continuous variable, known as a covariate. By removing the variance associated with the covariate, ANCOVA reduces error variance and increases the sensitivity of the test. This allows researchers to more accurately assess the true effect of the independent variable.

57. (C) Biserial.
Biserial correlation is used to measure the relationship between two variables when one is continuous and the other is an artificially dichotomized variable. An artificial dichotomy occurs when a naturally continuous variable, such as test scores, is split into two categories like pass or fail. In contrast, the point biserial correlation is used when the dichotomous variable is naturally occurring, such as gender. Selecting the correct method depends on the underlying nature of the categorical variable being studied.

58. (A) To gain a deep, holistic understanding of a phenomenon from the participant's perspective.
The primary objective of qualitative research is to gain an in-depth, holistic understanding of complex social phenomena from the perspective of those experiencing them. Rather than testing pre-defined hypotheses or generating numerical trends, qualitative researchers explore subjective meanings, motivations, and cultural contexts. By utilizing methods like interviews and observations, they capture the richness and nuance of human life. This approach prioritizes depth over breadth, providing insights into why and how certain behaviors and social realities occur.

59. (A) P and Q only
Research paradigms are distinguished by their philosophical foundations and reasoning processes. Qualitative research often employs inductive reasoning, building theories from specific observations. Quantitative research typically uses deductive reasoning, testing specific hypotheses derived from existing theories. Mixed methods research combines both approaches, utilizing both inductive and deductive logic. Furthermore, paradigms significantly influence the selection of research methods. Therefore, statements P and Q correctly describe these paradigms, while R and S misrepresent the integrated and influential nature of research frameworks.

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60. (B) A repeated measures design.
A repeated measures design involves measuring the same group of participants at multiple points in time or under different experimental conditions. This approach allows researchers to observe changes within individuals, effectively making each person their own control. By tracking identical subjects over time, the design minimizes the impact of individual differences on the results, thereby increasing statistical power. This methodology is central to longitudinal research, where the focus is on developmental trends and the long-term effects of specific interventions.

61. (A) P-2, Q-1, R-4, S-3
Fundamental research terms provide the framework for any scientific study. A variable is any characteristic that can take on different values. A hypothesis is a testable prediction about the relationships between these variables. The population refers to the entire group of interest, while a sample is a smaller subset selected for actual study. Correctly matching these terms ensures a precise understanding of the components involved in designing, executing, and interpreting the findings of an academic investigation.

62. (D) Comparing two related samples when the assumptions for a paired t-test are not met.
The Wilcoxon Signed-rank test is a non-parametric statistical procedure used to compare two related samples or matched pairs. It serves as the primary alternative to the parametric paired-samples t-test when data are not normally distributed or are measured on an ordinal scale. By considering both the direction and the magnitude of the differences between pairs, it provides a more robust analysis than the simpler Sign test. It is widely used in pre-test and post-test research designs.

63. (A) The manipulation of an independent variable and random assignment.
The hallmark of a true experiment is the combination of two key elements: the deliberate manipulation of an independent variable and the random assignment of participants to experimental conditions. This structure allows researchers to establish causal relationships by ensuring that any observed changes in the dependent variable are due to the intervention rather than pre-existing differences between groups. These features distinguish experimental designs from correlational, descriptive, or quasi-experimental methods that lack the same level of internal validity and control.

64. (B) A strong negative relationship.
A correlation coefficient quantifies the strength and direction of the relationship between two variables, ranging from -1.0 to +1.0. A value of -0.85 indicates a strong inverse relationship, meaning that as one variable increases, the other tends to decrease significantly. The proximity of the number to 1.0, regardless of the sign, reflects the strength, while the negative sign indicates the direction. This result suggests a highly predictable but opposite pattern of change between the two studied factors.

65. (B) Focus group.
A focus group is a qualitative research method that involves gathering a small group of people to discuss a specific topic or issue. Under the guidance of a trained moderator, participants share their opinions, beliefs, and attitudes, allowing for dynamic interaction and the emergence of diverse perspectives. This method is particularly useful for exploring complex social issues, testing new ideas, and gaining insights into collective experiences. It provides rich, narrative data that captures the social context of the participants' views.

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66. (A) Factor analysis is primarily a hypothesis-testing, not an exploratory, technique.
Factor analysis is primarily known as an exploratory technique used to uncover the underlying structure within a set of observed variables. While a confirmatory version exists for testing specific models, its most common application is to identify latent dimensions without pre-defined hypotheses. Other features like using scree plots to determine factor retention and communality representing shared variance are correct. Therefore, stating that it is primarily a hypothesis-testing method mischaracterizes its fundamental and most frequent role in data reduction and theory building.

67. (C) Cross-sectional study.
A cross-sectional study involves collecting data from different groups of individuals at a single point in time. In this example, the researcher examines children of various ages simultaneously to identify differences in language skills across developmental stages. This method is efficient and provides a snapshot of characteristics across a population. While it cannot track individual changes over time like a longitudinal study, it is a valuable tool for comparing multiple age cohorts and establishing age-related trends and patterns.

68. (C) Statement I is true, but Statement II is false.
Parametric tests are generally more powerful than their non-parametric counterparts because they utilize more information from the data, provided their underlying assumptions are met. Therefore, Statement I is true. However, Statement II is false because parametric tests typically require data to be measured on an interval or ratio scale, not nominal or ordinal. Nominal and ordinal scales are the domain of non-parametric tests, which make fewer assumptions about the distribution and measurement properties of the data being analyzed.

69. (C) Reduce error variance by systematically controlling for a known extraneous variable.
The primary objective of a Randomized Block Design is to increase the precision of an experiment by systematically controlling for a known extraneous variable. By grouping participants into blocks based on a specific characteristic, researchers can ensure that this factor does not confound the results. Within each block, participants are randomly assigned to experimental conditions. This approach reduces the overall error variance, making it easier to detect the true effect of the independent variable on the outcome.

70. (A) Both A and R are true and R is the correct explanation of A.
In descriptive statistics, the median is considered a more robust measure of central tendency than the mean for skewed distributions. This is because the mean is calculated using the value of every score, making it highly sensitive to outliers that can pull it toward the extreme end of the tail. The median, representing the middle value of a ranked set, remains unaffected by the actual magnitude of extreme scores. Consequently, the median provides a more representative center.

71. (D) Narrative research.
Narrative research is a qualitative approach that centers on the collection and analysis of stories, personal accounts, and life histories. It seeks to understand how individuals construct meaning from their experiences through the narratives they tell. By focusing on the chronological flow of events and the subjective perspectives of participants, this method provides deep insights into human identity and social reality. It is particularly effective for exploring the complexities of personal development and the cultural context of individual lives.

72. (A) Two.
In the notation for a factorial design, such as 2x3, each number represents an independent variable, and the value of the number indicates how many levels that variable has. Therefore, a 2x3 design contains exactly two independent variables. The first variable has two levels, and the second variable has three levels. This notation allows researchers to quickly identify the structure of the experiment and the total number of experimental conditions, which in this case would be six.

73. (C) Spearman's rank-order correlation.
Spearman's rank-order correlation is the appropriate statistical measure for assessing the relationship between two variables measured on an ordinal or rank-order scale. Unlike the Pearson correlation, which requires interval or ratio data and assumes a linear relationship, Spearman's coefficient is based on the ranks of the scores. It measures the strength and direction of the monotonic relationship between variables. This makes it a robust non-parametric alternative when data do not meet the strict assumptions required for parametric correlational analysis.

74. (B) Q, R, and S only
A strong research hypothesis must possess specific characteristics to be effective. It should be conceptually clear and specific to avoid ambiguity. It must also be testable and verifiable through empirical observation and data analysis. Furthermore, a good hypothesis should explicitly state the expected relationship or difference between the studied variables. Characteristics

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such as being overly general or formulated after the data analysis is complete are contrary to the principles of sound scientific inquiry and rigorous experimental design.

75. (D) It undermines scientific integrity and misleads the broader academic community.
Fabricating or falsifying research data is a severe form of scientific misconduct. Its fundamental ethical issue lies in the fact that it deliberately pollutes the body of knowledge and misleads the academic community. By presenting false results as facts, it can lead to wasted resources, incorrect clinical practices, and a loss of public trust in science. Maintaining honesty and transparency in reporting is essential for the collective progress of research and for ensuring the reliability of scientific evidence.

76. (B) Independent samples t-test.
The Mann-Whitney U test is a non-parametric statistical procedure used to compare the distributions of two independent groups. It serves as the primary alternative to the parametric independent samples t-test when the data do not meet the assumptions of normality or when the dependent variable is measured on an ordinal scale. By ranking the scores rather than using their raw values, the test provides a robust way to determine if there is a significant difference between the populations.

77. (C) It connects abstract concepts to observable, measurable behaviors or events.
Operational definitions are vital in research because they bridge the gap between abstract theoretical constructs and concrete, observable reality. By specifying the exact procedures or tools used to measure or manipulate a variable, researchers ensure that their work is clear and objective. This precision is necessary for performing accurate data analysis and, more importantly, it allows other scientists to replicate the study exactly. Without such definitions, results would be too vague to contribute meaningfully to scientific knowledge.

78. (D) To uncritically accept common sense explanations.
Scientific research is a systematic and critical process aimed at advancing knowledge through empirical evidence. Its core purposes include describing phenomena, explaining underlying causes, and predicting future events. In contrast, uncritical acceptance of common sense or personal intuition is the antithesis of the scientific method. Research seeks to challenge assumptions, verify observations, and replace anecdotal beliefs with rigorously tested facts. Therefore, maintaining a skeptical and questioning attitude is essential for ensuring the validity and objectivity of any scientific inquiry.

79. (A) Repeated measures design within a longitudinal study.
This research scenario involves tracking the same group of children over a ten-year period, measuring their cognitive abilities at three distinct ages. Because the same individuals are tested repeatedly, it is a repeated measures design. Furthermore, because it follows development over an extended period, it is classified as a longitudinal study. This combination allows researchers to observe individual growth trajectories and identify how early factors contribute to later outcomes, providing a detailed look at human development over the lifespan.

80. (A) R, Q, S, P
The generalizability of research findings depends heavily on the representativeness of the sample. Stratified random sampling is the most likely to be generalizable as it ensures subgroups are accurately represented. Simple random sampling follows, providing an equal chance for all population members. Non-probability methods are less generalizable; purposive sampling targets specific individuals, while convenience sampling relies on whoever is available. Therefore, the sequence from most to least generalizable is stratified, simple random, purposive, and finally convenience sampling.

81. (B) MANOVA.
Multivariate statistical techniques are used when a research design involves more than one dependent variable simultaneously. Multivariate Analysis of Variance is a classic example, as it tests for differences between groups across multiple outcomes while accounting for the relationships between those outcomes. In contrast, the t-test, ANOVA, and Kruskal-Wallis are univariate or bivariate techniques that focus on a single dependent variable. Using multivariate methods

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provides a more integrated and sophisticated understanding of complex relationships in psychological and social data.

82. (A) Method.
The method section of a research report is a detailed and technical description of how the study was conducted. It includes information about the participants, the materials or apparatus used, and the specific procedures followed during data collection. The primary goal of this section is to provide enough information for another researcher to replicate the study exactly. This transparency is crucial for the scientific process, allowing for the verification of results and the continued advancement of knowledge within the field.

83. (C) Partial correlation.
Partial correlation is a statistical method used to determine the unique relationship between two variables, X and Y, by statistically controlling for the influence of a third variable, Z. This technique helps researchers identify whether the observed link between X and Y is direct or if it is merely a result of their shared relationship with Z. By removing the noise caused by the third factor, scientists can gain a clearer understanding of the underlying causal or associative patterns.

84. (D) The underlying philosophical assumptions and the nature of the data collected.
The fundamental distinction between quantitative and qualitative research paradigms lies in their underlying philosophical worldviews and the types of data they prioritize. Quantitative research is rooted in positivism, emphasizing objective measurement, numerical data, and statistical analysis. Qualitative research is grounded in constructivism or interpretivism, focusing on subjective meanings, narrative accounts, and holistic contexts. These differing perspectives guide every aspect of the research process, from the formulation of questions to the final interpretation of results and the nature of knowledge produced.

85. (D) P, Q, R, and S
Using questionnaires in survey research involves several significant challenges. Participants may provide socially desirable answers rather than honest ones, and ambiguous wording can lead to misinterpretation. Low response rates can compromise the sample's representativeness, leading to non-response bias. Furthermore, questionnaires are typically limited to fixed responses, preventing researchers from probing deeper into the participants' meanings or motivations. All these factors are valid concerns that researchers must carefully address when designing and implementing questionnaire-based studies to ensure data quality.

86. (A) Both A and R are true and R is the correct explanation of A.
Quasi-experimental designs are frequently employed in applied research settings like schools, hospitals, or social agencies. In these environments, it is often practically impossible or ethically questionable to randomly assign individuals to specific conditions, such as different medical treatments or educational programs. Consequently, researchers must work with pre-existing groups. While this approach lacks the strict control of a true experiment, it provides essential insights into real-world effectiveness, provided that researchers use appropriate statistical techniques to address potential biases and confounding factors.

87. (D) The age of participants in a study.
A variable is defined as any attribute or characteristic that can vary across different subjects or time points. Age is a clear example of a variable because it differs among the participants in a study. In contrast, fixed mathematical values like pi or a constant city location do not change and are therefore not variables. Identifying and measuring variables is the core of empirical research, as it allows scientists to observe relationships, test hypotheses, and document patterns of change within a population.

88. (A) ANOVA.
Analysis of Variance is the most suitable statistical test for comparing the average scores of three or more independent groups on a continuous dependent variable. In this scenario, the researcher is comparing life satisfaction scores across four distinct religious categories. While a t-test is limited to comparing only two groups, ANOVA evaluates whether there are any significant differences between the multiple means simultaneously. This method is efficient

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and controls for the cumulative error rate that would occur with multiple separate comparisons.

89. (C) Any attribute, characteristic, or phenomenon that can be measured and varies.
In the context of scientific inquiry, a variable is broadly defined as any attribute, characteristic, or phenomenon that is capable of being measured and taking on different values. Variables are the building blocks of research, as they allow for the quantification and comparison of observations. They can be classified in various ways, such as independent, dependent, or extraneous, depending on their role in a study. Understanding what constitutes a variable is essential for designing valid experiments and interpreting statistical results correctly.

90. (A) P-4, Q-2, R-1, S-3
Measurement scales categorize data based on their properties and complexity. Nominal data involves simple labels, such as gender. Ordinal data represents a specific order or ranking, like positions in a competition. Interval data has equal distances between points but no true zero, such as Celsius temperature. Ratio data possesses all these features plus a meaningful zero point, such as height in centimeters. Correctly identifying these scales is vital for choosing the appropriate statistical tests and accurately interpreting the resulting research data.

91. (D) Median.
In statistics, measures are categorized into two main groups: central tendency and dispersion. Measures of central tendency, such as the mean, median, and mode, describe the typical or middle value of a dataset. Measures of dispersion, including the range, variance, and standard deviation, describe how spread out or varied the scores are around the center. Because the median identifies the central point of a distribution, it is classified as a measure of central tendency, not a measure of dispersion.

92. (B) Two continuous variables (interval or ratio).
The Pearson product-moment correlation coefficient is a parametric statistic used to quantify the strength and direction of the linear relationship between two continuous variables. Both variables must be measured on either an interval or a ratio scale for this calculation to be appropriate. This coefficient ranges from -1 to +1, where zero indicates no relationship. It is the most common measure of association used in research when the data meet the assumptions of linearity, normality, and homoscedasticity within the population.

93. (C) Quantitative design used to study the effect of an intervention on an individual.
A single-subject design is a rigorous quantitative research framework used to evaluate the impact of an intervention on an individual or a small, singular unit. Unlike qualitative case studies that focus on narrative description, single-subject research utilizes repeated, systematic measurements to identify causal relationships between the treatment and the observed behavior change. This methodology is particularly valuable in clinical and educational settings where researchers want to determine the effectiveness of a specific program for a particular person under controlled conditions over time.

94. (D) Explaining the true purpose of the study to participants after it is completed.
Debriefing is a critical ethical procedure conducted after a participant's involvement in a research study is complete. It involves providing a full explanation of the study's true purpose, especially if any form of deception was used. The researcher also addresses any questions or concerns the participants may have and ensures they leave the study in a sound psychological state. This process upholds the ethical principle of respect for persons and helps maintain the integrity of the overall research enterprise.

95. (A) R (multiple correlation coefficient).
In multiple regression analysis, the symbol R represents the multiple correlation coefficient. It quantifies the overall relationship between a single continuous criterion variable and a set of multiple predictor variables. R indicates how well the combination of predictors can account for the variance in the outcome. A value closer to 1.0 signifies a stronger predictive model. This is distinct from r, which measures simple bivariate correlation, and beta, which represents the unique contribution of an individual predictor within the regression model.

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96. (B) There should be a linear relationship among the variables.
Factor analysis is a statistical technique used for data reduction and the identification of latent variables. A primary assumption of this method is that the relationships between the observed variables are linear. This is because the underlying mathematical models rely on correlation or covariance matrices, which capture linear associations. If the relationships are non-linear, the resulting factor structure may be inaccurate or misleading. Ensuring linearity is a crucial step in preparing data for analysis to produce valid and interpretable results.

97. (B) Intervention phase.
In the notation for single-subject research designs, the letter A consistently represents the baseline phase, where behavior is measured before any treatment is applied. The letter B represents the intervention phase, during which the independent variable or treatment is introduced. An A-B-A design involves a baseline, followed by the intervention, and finally a return to baseline after the treatment is withdrawn. This structure allows researchers to demonstrate that the observed changes in behavior are actually caused by the intervention.

98. (C) Statement I is true, but Statement II is false.
A 2x2x2 factorial design is accurately described as having three independent variables, each with two distinct levels. This is reflected in the three digits provided in the notation. Therefore, Statement I is true. Statement II is false because the primary advantage of a factorial design is that it allows researchers to examine both the main effects of each individual variable and the interaction effects between them. Interactions reveal how the influence of one variable depends on the levels of another factor.

99. (C) Correctly reject a false null hypothesis.
The power of a statistical test is defined as the probability that the test will correctly reject a null hypothesis when that null hypothesis is actually false. In other words, it is the ability of the study to detect a real effect or relationship if one exists. High power reduces the risk of committing a Type II error, where a researcher fails to find a significant result despite an actual effect in the population. Power is influenced by sample size and effect size.

100. (D) Paired samples t-test.
A paired samples t-test, also known as a dependent t-test, is the most appropriate statistical procedure for comparing the mean scores of the same group of individuals at two different points in time. In this case, it compares exam scores before and after a training program. This test accounts for the fact that the scores in the two conditions are related because they come from the same participants. It effectively isolates the impact of the training by controlling for individual differences.

101. (C) Field Study - A controlled experiment conducted in a laboratory setting.
Field studies and laboratory experiments are distinct research approaches based on their environmental settings. A field study is conducted in a naturalistic real-world environment to observe behaviors as they naturally occur. In contrast, a laboratory experiment is conducted in a highly controlled, artificial environment designed to isolate variables. Therefore, pairing a field study with a laboratory setting is fundamentally incorrect. The other pairs accurately describe surveys, case studies, and ethnography within the context of scientific and social inquiry.

102. (A) P, Q, R, and T
The quantitative research paradigm is characterized by several key features rooted in a positivist worldview. It emphasizes objective measurement and the use of statistical analysis to process numerical data. The primary goals are generalization to larger populations and the prediction of future outcomes. Furthermore, quantitative research often follows a deductive approach, testing specific hypotheses derived from pre-existing theories. While qualitative research focuses on words and images, the other listed characteristics are central to the quantitative framework of inquiry.

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103. (D) Friedman test.
The Friedman test is a non-parametric statistical procedure used to compare three or more related samples or conditions. It serves as the direct alternative to the parametric repeated measures Analysis of Variance when the data do not meet the assumptions of normality or interval-level

measurement. By ranking the scores within each participant across the different conditions, the test evaluates whether there are significant differences between the treatments. It is a robust tool for analyzing ranked data in longitudinal or within-subjects research.

104. (A) 68%
In a perfectly normal distribution, scores are distributed in a predictable pattern around the mean. According to the empirical rule, approximately 68% of the data points fall within one standard deviation above and below the mean. This central area contains the majority of the population. Understanding these percentages is crucial for interpreting standardized test scores and other psychological measurements, as it allows researchers to determine how typical or unusual an individual's score is relative to the rest of the group.

105. (A) Both A and R are true and R is the correct explanation of A.
Cross-cultural research requires careful consideration of construct equivalence to ensure that comparisons are valid. Many psychological concepts, such as intelligence or assertiveness, may have significantly different meanings, values, and behavioral manifestations across various cultures. If researchers apply a measurement tool developed in one culture to another without adjustment, they risk misinterpreting the results. Therefore, ensuring that a construct and its measure are equivalent in meaning and function across cultures is a foundational requirement for accurate and ethical cross-cultural comparative studies.

106. (A) Two artificially dichotomized variables that are assumed to be continuous underneath.
Tetrachoric correlation is a specialized statistical technique used to estimate the relationship between two variables that are both artificially dichotomized. This occurs when two naturally continuous variables, such as height and weight, are each split into two categories like tall/short and heavy/light. The calculation assumes that the underlying traits are normally distributed and continuous. It is distinct from the phi coefficient, which is used for true dichotomies, and provides an estimate of what the Pearson correlation would be if the data were continuous.

107. (D) Directional hypothesis.
A directional hypothesis is a specific prediction that specifies the expected nature of the relationship or difference between variables. In this example, the researcher predicts that higher social support is linked to lower depression, clearly indicating an inverse relationship. This contrasts with a non-directional hypothesis, which would only state that a relationship exists without specifying its direction. Directional hypotheses are more precise and allow for one-tailed statistical testing, which can increase the power of the study to find a significant result.

108. (B) Reduces error variance due to individual differences.
The primary statistical advantage of a repeated measures design is its ability to reduce error variance. Because the same individuals are used in all experimental conditions, each participant serves as their own control. This effectively eliminates the noise caused by pre-existing individual differences, such as personality or intelligence, which would otherwise vary between groups in an independent samples design. Consequently, researchers can detect smaller effects with fewer participants, making the study more sensitive and efficient in testing the experimental hypothesis.

109. (C) The findings may not be generalizable to a wider population.
While case studies provide rich, detailed, and holistic insights into a single individual, group, or event, their most significant limitation is a lack of generalizability. Because the study focuses on a unique and specific entity, the findings may not apply to other cases or the wider population. This limits the external validity of the research. Consequently, case studies are often used for exploratory purposes or to study rare phenomena, rather than for establishing universal laws or statistically representative trends.

110. (A) S, Q, R, P
Conducting a factor analysis follows a logical and sequential process to ensure meaningful results. First, the researcher must assess the suitability of the data using tests like the Kaiser-Meyer-Olkin measure. Next, initial factors are extracted from the correlation matrix to identify underlying dimensions. These factors are then rotated

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to achieve a simpler and more interpretable structure. Finally, the researcher interprets the results by examining factor loadings and assigning names to the factors, completing the data reduction process.

111. (A) Proving a personal bias.
Scientific research is characterized by its commitment to objectivity, systematic inquiry, and empirical evidence. Its valid purposes include describing characteristics, explaining causes, and predicting future occurrences. In contrast, using research to prove a personal bias or support a preconceived opinion is a direct violation of scientific integrity. Researchers must remain neutral and follow the data wherever it leads, even if it contradicts their initial expectations. Maintaining this objectivity is essential for producing reliable and trustworthy knowledge in any field.

112. (B) Stratified random sampling.
Probability sampling techniques ensure that every member of the target population has a known and non-zero chance of being selected for the study. Stratified random sampling is a prime example, where the population is divided into subgroups and individuals are randomly selected from each. This ensures that key characteristics are accurately represented in the sample. In contrast, convenience, quota, and snowball sampling are non-probability methods that rely on non-random selection, which can introduce bias and limit the generalizability of findings.

113. (B) A correlational study.
A correlational study is a non-experimental research design that measures the relationship between two or more variables without any manipulation of the environment or the subjects. Researchers simply observe the variables as they occur naturally to determine the strength and direction of their association. Unlike experiments, correlational studies cannot establish cause-and-effect relationships. They are highly valuable for identifying patterns and making predictions when experimental manipulation is not possible, ethical, or practical in a real-world setting.

114. (A) Point biserial correlation.
The point biserial correlation coefficient is specifically designed to measure the strength and direction of the relationship between one continuous variable and one naturally occurring dichotomous variable. In this scenario, IQ score is the continuous variable, and gender is the true dichotomy. This coefficient is a special case of the Pearson correlation and provides a precise mathematical way to assess how the two categories differ on the continuous measure. It is widely used in psychological testing and social science research.

115. (A) P, Q, and R
The qualitative research paradigm is centered on gaining a deep, contextual understanding of human experiences. Key aspects include focusing on participants' unique perspectives, collecting data in naturalistic settings, and using inductive analysis to generate concepts and theories from the ground up. In contrast, strict control over extraneous variables is a hallmark of the quantitative paradigm, particularly in experimental designs. Qualitative research embraces complexity and subjectivity, prioritizing rich description and meaning over statistical control and generalizability to broader populations.

116. (D) The correlation between two variables after controlling for the effect of one or more other variables.
Partial correlation is a statistical technique used to assess the unique relationship between two variables while holding one or more additional variables constant. This method allows researchers to remove the confounding influence of noise variables that might be influencing both variables of interest. By doing so, they can determine if the primary relationship is genuine or merely a result of shared variance with a third factor. It is an essential tool for clarifying complex associations in multivariate datasets across various scientific disciplines.

117. (C) Semi-structured interview.
A semi-structured interview is a flexible qualitative data collection method that combines elements of both structured and unstructured approaches. The researcher uses a standardized interview guide with pre-set questions to ensure consistency across participants. However, they also have the freedom to depart from the script to ask follow-up questions, probe for deeper

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meaning, or explore new topics that arise during the conversation. This balance allows for systematic data collection while capturing the richness and nuance of individual participant experiences.

118. (B) There is only one predictor (independent) variable.
In statistical modeling, the term simple in simple linear regression specifically indicates that the model includes only one independent variable, also known as a predictor. This single predictor is used to estimate the value of one dependent variable, or criterion. This is in contrast to multiple regression, which utilizes two or more predictor variables. The focus of simple linear regression is to identify the best-fitting straight line that describes the relationship between the two variables, allowing for straightforward interpretation and prediction.

119. (D) The standard deviation is the square root of the variance.
Standard deviation and variance are both measures of dispersion that describe the spread of scores in a distribution. They are mathematically linked: the variance is the average of the squared deviations from the mean, while the standard deviation is the positive square root of the variance. Because standard deviation is expressed in the same units as the original data, it is generally easier to interpret. Variance provides a mathematical foundation for many complex statistical tests, but standard deviation is the preferred descriptive measure.

120. (B) P-2, Q-1, R-4, S-3
Different research designs are chosen based on their ability to address specific questions and control for variables. Factorial designs are unique for studying interaction effects between multiple independent variables. Repeated measures designs use the same participants across all conditions to reduce individual differences. Randomized block designs control for one known extraneous variable by grouping similar participants. Latin square designs are even more specialized, simultaneously controlling for two nuisance variables. Matching these features is essential for selecting the most efficient and valid experimental structure.

121. (C) Range.
The range is the simplest measure of dispersion in descriptive statistics. It is calculated by subtracting the lowest score in a distribution from the highest score. This single value provides a quick estimate of the total spread of the data. However, the range is highly sensitive to extreme outliers, as one very high or very low score can drastically increase its value. While useful for a preliminary look at variability, more robust measures like standard deviation are often preferred for detailed analysis.

122. (A) Extraneous variable.
An extraneous variable is any factor other than the independent variable that has the potential to influence the results of a study. If these variables are not identified and controlled, they can become confounding variables, making it difficult for researchers to determine the true cause of changes in the dependent variable. Managing extraneous variables through techniques like random assignment, matching, or statistical control is essential for maintaining internal validity and ensuring that the study's conclusions are accurate and reliable.

123. (D) Grounded theory.
This research scenario exemplifies the grounded theory approach, where the researcher focuses on developing a theoretical model directly from the data. By conducting intensive interviews and identifying common themes through inductive analysis, the psychologist builds a conceptual framework that is grounded in the participants actual experiences. Unlike other qualitative methods that focus purely on description or culture, grounded theory's primary goal is the generation of a systematic theory that explains a social process or psychological phenomenon from the bottom up.

124. (C) Statement I is true, but Statement II is false.
Plagiarism is a serious ethical violation that involves misrepresenting someone else's work as one's own. Therefore, Statement I is true. Statement II is false because ethical research standards require researchers to report all results accurately and honestly, regardless of whether they support the initial hypothesis. Selecting only positive results, often called cherry-picking, is a form of scientific misconduct that misleads

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the academic community and undermines the integrity of the research process. Full disclosure of findings is a fundamental scientific duty.

125. (D) All P, Q, R, S, and T are appropriate.
These pairings correctly represent common research scenarios and their corresponding statistical tests. t-tests compare two groups, and Spearman correlation handles ranked data. Multiple regression predicts an outcome from several factors, while ANOVA compares means across more than two categories. The phi coefficient is the standard measure for the association between two binary variables. Together, these examples illustrate the essential alignment between the nature of the research question, the level of measurement, and the chosen statistical analysis in scientific inquiry.

126. (D) Allows for a more comprehensive and nuanced understanding of the research problem.
The most significant advantage of using a mixed-methods approach is that it allows researchers to combine the strengths of both quantitative and qualitative data. While quantitative methods provide breadth through statistical trends and generalizability, qualitative methods offer depth by exploring individual experiences and contexts. By integrating these different types of information, researchers can gain a more complete, balanced, and nuanced understanding of complex phenomena. This approach helps validate findings through triangulation and provides a richer narrative than any single method could.

127. (A) Both A and R are true and R is the correct explanation of A.
The Sign Test and the Wilcoxon Signed-rank test are both non-parametric alternatives for analyzing related samples, such as in a pre-test and post-test design. Both tests are used when the assumptions of a parametric t-test are not met. However, the Wilcoxon test is generally more powerful because it utilizes more information by considering both the direction and the actual magnitude of the differences between pairs. The Sign Test only uses the direction, making it simpler but less sensitive to smaller effects.

128. (B) Participant observation.
Participant observation is a central qualitative research technique, particularly in ethnography, where the researcher becomes an active member of the group being studied. By immersing themselves in the community's daily activities and social interactions, the observer can gain an insider perspective on shared beliefs, rituals, and behaviors. This method allows for the collection of rich, contextual data that might not be accessible through more distant forms of observation or interviews, providing a deep understanding of social reality.

129. (B) The overall effect of a single independent variable on the dependent variable.
In a factorial ANOVA, a main effect represents the overall influence of one independent variable on the dependent variable, averaged across all levels of the other independent variables. For example, in a study on gender and teaching methods, the main effect of teaching method would describe its overall impact regardless of the participants' gender. Main effects are tested independently of interaction effects, which describe how the impact of one variable might change depending on the level of another factor.

130. (A) Q, P, R, S
Hypothesis testing follows a specific logical sequence to ensure the validity of statistical conclusions. It begins with the formal statement of the null and alternative hypotheses. Next, the researcher sets the alpha level, which determines the threshold for statistical significance. Data is then collected and used to calculate the appropriate test statistic. Finally, based on the comparison between the test statistic and the critical value, the researcher makes a decision to either reject or fail to reject the null hypothesis.

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131. (C) One-way ANOVA.
The Kruskal-Wallis test is a non-parametric statistical procedure used to compare the medians of three or more independent groups. It is the direct alternative to the parametric one-way Analysis of Variance when the data are measured on an ordinal scale or do not meet the assumption of normality. Instead of comparing means, the test ranks the scores across all groups and evaluates whether the distributions differ

significantly. It is a robust tool for analyzing non-normal data in group-comparison research.

132. (D) It follows the same specific cohort of people over an extended period.
A longitudinal cohort study is characterized by following a specific group of people, known as a cohort, who share a common defining characteristic or experience, over an extended period. Researchers take repeated measurements of the same individuals at multiple points in time. This approach allows for the observation of developmental changes, the identification of long-term trends, and the investigation of how early factors influence later outcomes. It is a powerful method for studying growth and stability across the lifespan within a specific population.

133. (C) The potential for interviewer bias to influence responses.
While interviews provide rich and detailed information, they are susceptible to interviewer bias. This occurs when the researcher's own expectations, beliefs, or personal characteristics unintentionally influence the participants' responses or the way those responses are recorded and interpreted. Such bias can compromise the objectivity and validity of the data. To minimize this risk, researchers must undergo thorough training, use standardized interview guides, and practice self-reflexivity to recognize and mitigate their own potential influences on the research process and the final findings.

134. (B) The dependent variable is measured on an ordinal scale.
Parametric t-tests are based on several mathematical assumptions to ensure accurate results. These include the requirement that the dependent variable be measured on an interval or ratio scale and that the data follow a normal distribution within the population. Additionally, independent samples t-tests assume homogeneity of variances between groups. However, ordinal level measurement is not an assumption for parametric tests; rather, it is a characteristic that requires the use of non-parametric alternatives, such as the Mann-Whitney U or Wilcoxon tests.

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135. (D) Mixed-methods research - Pragmatic paradigm.
Research paradigms provide the philosophical foundation for specific methodologies. Quantitative research is typically linked to positivism and deductive reasoning, while qualitative research is associated with constructivism and inductive reasoning. Mixed-methods research is most closely aligned with the pragmatic paradigm, which focuses on utilizing whatever methods are most effective for solving a practical research problem. This philosophical flexibility allows for the integration of diverse data types and approaches to gain a more comprehensive understanding of complex social and psychological issues in contemporary science.

136. (A) Communality.
In factor analysis, communality is a statistic that represents the total proportion of variance in a single observed variable that is explained by the extracted factors. A high communality value indicates that a large part of the variable's variance is shared with the other variables in the set through the common factors. Variables with very low communalities may not be well-represented by the factor solution. Understanding communalities is essential for assessing the overall quality and fit of the factor analysis model.

137. (B) P, Q, and R
True experimental design is defined by several core components that maximize internal validity and allow for causal inferences. These include the active manipulation of an independent variable to observe its effect on a dependent variable, the use of a control or comparison group to establish a baseline, and the random assignment of participants to conditions to ensure group equivalence. While participant observation is a qualitative technique, these three quantitative features are essential for a study to be classified as a rigorous experiment.

138. (A) A-B design.
The A-B design is the most basic form of single-subject research. It consists of two distinct phases: the baseline phase A, where the target behavior is measured in its natural state, and the intervention phase B, where the treatment is applied and behavior is measured again. While

this design allows researchers to see if a change occurs after the intervention, it is limited because it cannot definitively prove that the treatment was the sole cause of that change. It is often a starting point for more complex designs.

139. (D) Mode, Median, Mean.
In a positively skewed distribution, a small number of extremely high scores pull the distribution's tail toward the right. This pull affects the measures of central tendency differently. The mode remains at the highest peak, representing the most frequent score. The median moves slightly toward the tail, representing the middle value. The mean, being sensitive to all scores, is pulled the furthest toward the extreme values. Therefore, the correct order from smallest to largest in a positively skewed distribution is mode, median, and mean.

140. (C) P-2, Q-3, R-1, S-4
Advanced statistical techniques and designs address specific research needs. MANOVA handles multiple dependent variables simultaneously. ANCOVA allows for the comparison of means while statistically controlling for a covariate. Factorial ANOVA is used to identify interaction effects between two or more independent variables. Time series analysis is focused on examining data collected over multiple sequential time points. Correctly matching these terms with their core concepts is essential for understanding the complexity and precision of contemporary research designs in social and behavioral sciences.

141. (C) Constructivism/Interpretivism.
Constructivism, often called interpretivism, is the philosophical foundation for many qualitative research approaches. It posits that reality is not a single, objective truth waiting to be discovered, but rather a complex phenomenon socially constructed by individuals through their subjective experiences and interactions. Qualitative researchers within this paradigm seek to understand the multiple perspectives and meanings that people attach to their lives. This worldview contrasts with positivism, which emphasizes a single, measurable, and objective reality that exists independently of human observation and interpretation.

142. (D) Positive correlation.
A positive correlation describes a direct relationship between two variables where they tend to move in the same direction. When variable A increases, variable B also shows a corresponding increase. This pattern is represented by a correlation coefficient ranging from 0 to +1. Identifying positive correlations is a key part of identifying associations in research data, though it does not imply that one variable causes the other to change. It simply indicates that the two variables fluctuate together in a predictable and consistent manner.

143. (D) Statement I is false, but Statement II is true.
The primary goal of a field study is to observe behavior in its natural setting, which often involves a trade-off in control. Statement I is false because researchers in the field intentionally sacrifice control to achieve ecological validity. Statement II is true because field studies are high in external validity, meaning findings are more generalizable to real-world situations. However, because extraneous variables are not strictly regulated, internal validity, or the ability to establish clear causal links, may be lower than in lab experiments.

144. (B) Ethics are an optional consideration in the research process.
Scientific research is built on the pillars of systematic organization, clear problem formulation, and diverse purposes like description and explanation. A fundamental and non-negotiable aspect of this process is the strict adherence to ethical guidelines. Ethics are never optional; they are mandatory for protecting participants welfare and maintaining the integrity of the scientific community. Any research that ignores ethical considerations is considered invalid and harmful. Therefore, stating that ethics are optional is fundamentally incorrect and contrary to all established standards of professional inquiry.

145. (B) P and Q only
Conducting a successful factor analysis requires a clear understanding of its fundamental components. Key areas include the underlying assumptions, such as linearity and sample size, and the specific extraction methods used. Equally important are the processes of rotation, which

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simplify the factor structure, and the subsequent interpretation of the factor loadings to give the factors meaningful labels. While eigenvalues are part of the process, techniques like MANOVA and ANCOVA are separate experimental analyses and are not components of the factor analysis procedure itself.

146. (A) Mann-Whitney U test.
When a researcher wants to compare two independent groups and the data violate the assumption of normality, the Mann-Whitney U test is the most appropriate non-parametric alternative. Unlike the t-test, which compares means, the Mann-Whitney U test evaluates differences in medians or overall distributions by ranking the scores across both groups. It is robust to outliers and works well with ordinal level data. This makes it a standard choice for behavioral research where data often show non-normal distributions or limited sample sizes.

147. (C) Kruskal-Wallis test.
The Kruskal-Wallis test is a non-parametric statistical procedure designed for comparing three or more independent groups when the data are measured on an ordinal scale or do not follow a normal distribution. It serves as the non-parametric counterpart to the one-way ANOVA. By ranking the scores from all groups combined, the test determines if the distributions of the groups are significantly different from each other. It is an effective tool for identifying group differences when traditional parametric assumptions cannot be met.

148. (D) Control for two potential sources of extraneous variation.
A Latin Square design is a specialized experimental structure specifically utilized to control for two potential sources of extraneous variation, or nuisance variables, simultaneously. It arranges the levels of the independent variable in a balanced grid so that each condition appears exactly once in every row and every column. This arrangement allows the researcher to isolate the true effect of the treatment from the influences of the two controlled factors. It is highly efficient and effective for reducing experimental error in complex research settings.

149. (C) Operational definition.
An operational definition is a precise and practical description of how a variable will be measured or manipulated within a specific research study. It translates abstract theoretical concepts into concrete, observable actions or measurements. This process is essential for ensuring that the research is objective and that other scientists can replicate the study's exact procedures. Without clear operational definitions, it would be impossible to consistently gather data, perform accurate statistical analyses, or draw valid conclusions about the relationships between the studied constructs.

150. (A) Both A and R are true and R is the correct explanation of A.
Multiple regression analysis allows researchers to determine how much each individual predictor variable contributes to the variation in the criterion variable. This is possible because the analysis generates standardized regression coefficients, also known as beta weights. Unlike raw coefficients, beta weights are standardized on a common scale, allowing for direct comparison of the relative importance of each predictor within the model. This provides a clear mathematical way to identify which factors have the strongest unique impact on the outcome while controlling for other variables.

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151. (D) Purposive sampling.
Non-probability sampling techniques do not use random selection, meaning that not every individual in the population has a known chance of being included. Purposive sampling is a key example, where the researcher deliberately selects participants who meet specific criteria relevant to the study's focus. While this approach is useful for targeted research or qualitative inquiry, it limits the statistical generalizability of the findings. In contrast, simple random, cluster, and systematic sampling are all probability methods designed to create representative samples through randomization.

152. (A) 2 main effects and 1 interaction effect.
In a factorial design, the number of digits in the notation indicates the number of independent variables. A 3x4 design has two independent variables. Consequently, there are two possible main effects, one for each variable. Additionally,

there is one possible interaction effect representing the combined influence of these two variables. While the number of levels (3 and 4) determines the total number of experimental conditions (12), it does not increase the number of basic main effects or interactions being tested.

153. (C) A case study.
A case study is the most appropriate research method for an in-depth, longitudinal investigation of a single individual, especially when studying rare or unique conditions. By utilizing multiple data sources over a two-year period, the psychologist can build a comprehensive and holistic picture of the client's progress and the therapeutic process. While other methods like surveys or factorial experiments focus on group averages and generalization, the case study prioritizes depth and detailed description within a specific, real-world context.

154. (A) A change in the IV is presumed to cause a change in the DV.
In scientific research, the relationship between variables is often framed in terms of cause and effect. The independent variable is the factor that is either manipulated by the researcher or occurs naturally as the presumed cause. The dependent variable is the outcome or effect that is measured to see if it changes in response to the independent variable. Establishing this direction of influence is a core goal of experimental design, allowing researchers to test hypotheses about how specific interventions or conditions impact behavior.

155. (A) P, Q, and R
The qualitative research paradigm encompasses several methodologies focused on understanding subjective meanings and holistic contexts. Phenomenology, grounded theory, and ethnography are classic qualitative approaches that use words and narratives as their primary data. In contrast, quasi-experimental designs and surveys are typically categorized under the quantitative paradigm because they emphasize numerical measurement, statistical analysis, and the testing of pre-defined hypotheses. Qualitative methods prioritize depth and inductive reasoning, while quantitative methods focus on breadth, generalizability, and deductive testing of theoretical frameworks.

156. (B) It makes no assumptions about the shape of the underlying population distribution.
The Sign test is classified as a non-parametric test because it does not rely on strict assumptions about the shape or parameters of the underlying population distribution, such as normality. Unlike parametric tests that use actual scores and means, the Sign test only considers the direction of differences between paired observations. This makes it a distribution-free method that can be applied to ordinal data or when sample sizes are small. While it is less powerful than other tests, its flexibility is its primary advantage.

157. (C) The researcher believes the underlying factors are theoretically correlated.
Oblique rotation methods, such as Promax, are used in factor analysis when the researcher has a theoretical reason to believe that the underlying factors are related to each other. Unlike orthogonal rotations, which force the factors to be independent, oblique rotations allow the factors to correlate. This often produces a more accurate and realistic representation of complex psychological or social phenomena, where different dimensions of a construct are rarely perfectly distinct. Choosing the appropriate rotation is vital for achieving a meaningful factor structure.

158. (D) Analysis of Variance.
In the field of experimental design and statistical analysis, ANOVA stands for Analysis of Variance. It is a powerful parametric procedure used to determine whether there are significant differences between the means of three or more independent groups. By partitioning the total variance into components attributable to different sources, such as the treatment effect and random error, ANOVA evaluates whether the observed differences between group means are likely due to chance or the influence of the independent variable.

159. (A) Observation involves watching behavior, while surveys involve asking questions.
The primary distinction between observation and survey methods lies in how data is collected. Observation involves the direct and systematic watching of behaviors as they occur, either in a natural or controlled setting. In contrast, surveys rely on participants providing self-

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report information by answering questions, either through written questionnaires or verbal interviews. While observation captures what people actually do, surveys reveal what people say they think, feel, or do. Both methods offer unique insights but rely on different psychological and methodological processes.

160. (B) P-2, Q-4, R-1, S-3
Specialized correlation coefficients are selected based on the specific measurement levels of the variables involved. The phi coefficient connects two true dichotomies. Point biserial correlation links a continuous variable with a true dichotomy. Biserial correlation is used when a continuous variable is paired with an artificial dichotomy. Tetrachoric correlation measures the association between two artificial dichotomies. Correctly matching these methods to their variable types is essential for ensuring that the statistical analysis accurately reflects the underlying nature of the research data.

161. (B) Variance is calculated as the average of the absolute deviations from the mean.
Variance is a fundamental measure of dispersion, but its calculation involves squaring the deviations from the mean before averaging them, rather than taking the absolute deviations. Squaring eliminates negative values and gives more weight to extreme scores. Taking the average of absolute deviations is a separate, less common measure. The other statements are correct: larger standard deviation means more variability, range is sensitive to outliers, and identical scores result in a zero standard deviation. Therefore, the definition in statement B is statistically incorrect.

162. (A) Summarize and organize a set of data.
The primary objective of descriptive statistics is to simplify, organize, and summarize a large set of raw data into a more manageable and understandable form. Techniques such as calculating the mean, median, and mode, as well as measures of spread like standard deviation, provide a clear snapshot of the data s central tendencies and variability. Unlike inferential statistics, which seek to make generalizations about a larger population, descriptive statistics focus purely on characterizing the specific group of individuals or scores currently being studied.

163. (D) Statement I is false, but Statement II is true.
In experimental research, different designs serve specific control purposes. Statement I is false because a repeated measures design uses the same participants for every condition, not different ones. Statement II is true because a randomized block design is specifically designed to control for a known extraneous variable by grouping similar participants together. By matching these participants into blocks and then randomly assigning them to conditions, researchers can reduce error variance and increase the precision of their findings within the experiment.

164. (D) Factorial ANOVA.
A factorial Analysis of Variance is the appropriate statistical analysis when a researcher wants to investigate the effects of two or more categorical independent variables on a single continuous dependent variable. In this case, the researcher is examining both gender and teaching style as factors influencing exam scores. The factorial ANOVA not only identifies the main effects of each variable but also allows for the detection of an interaction effect, revealing if the impact of teaching style differs between males and females.

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165. (B) P, Q, R, and S only
Experimental designs are structured to test causal relationships through manipulation and control, and they include randomized block designs, repeated measures designs, and Latin squares. Longitudinal designs, such as cohort studies, focus on tracking changes over time within a specific group. In contrast, grounded theory is a qualitative methodology focused on inductive theory building rather than experimental or temporal tracking of variables. Therefore, the first four options are correctly categorized under experimental or longitudinal frameworks, while grounded theory represents a different paradigm.

166. (B) Pearson product-moment correlation.
The Pearson product-moment correlation is the most suitable statistical technique for measuring the linear relationship between two continuous variables. In this example, the number of hours spent on an app and the final grade percentage are both continuous measures. By calculating the Pearson coefficient, the teacher can determine the strength and direction of the association between app usage and academic performance.

regression is used to predict a continuous outcome from multiple predictors. The Mann-Whitney U test, a non-parametric alternative, compares the medians of two independent groups. Correctly matching these tests to their purposes is essential for ensuring that the data analysis aligns with the research question and provides valid, interpretable results.

181. (C) Mixed methods.
The philosophical paradigm of pragmatism is most closely associated with the mixed methods research approach. Pragmatism emphasizes the practical consequences of ideas and focuses on finding real-world solutions to problems rather than adhering strictly to a single methodological framework. This worldview allows researchers to combine both quantitative and qualitative methods within a single study to gain a more comprehensive understanding. By integrating numerical trends with narrative depth, pragmatist researchers can address complex questions that neither method could fully answer alone in isolation.

182. (B) One-way ANOVA (assuming interval properties).
To compare the job satisfaction scores across three different company departments, a one-way Analysis of Variance is the most appropriate statistical test. While the Likert scale provides ordinal data, it is common in social science to treat such scales as interval-level if they meet certain criteria. ANOVA evaluates whether there are any significant differences between the means of the multiple groups simultaneously. This method is efficient and controls for the risk of Type I errors that would increase if multiple t-tests were performed.

183. (D) Directional hypothesis.
The statement that children watching more than three hours of television will have lower academic scores is a classic example of a directional hypothesis. It specifies both the existence of a relationship and the exact direction of the expected outcome, in this case, a negative or inverse relationship. This precision allows the researcher to conduct a more focused statistical test. In contrast, a non-directional hypothesis would only state that there is a relationship without predicting whether scores would be higher or lower for those children.

184. (A) Experimental.
The experimental method is a rigorous research approach characterized by the active manipulation of an independent variable to observe its effect on a dependent variable. This allows researchers to test causal hypotheses and determine if one factor directly influences another. By maintaining strict control over extraneous variables, often through random assignment and controlled settings, the experimental method provides the strongest evidence for cause-and-effect relationships. This distinguishes it from descriptive or correlational methods that only observe naturally occurring patterns without direct intervention or control.

185. (C) A narrative study.
A narrative study is a qualitative research approach that focuses on the analysis of stories and personal accounts to understand individual experiences. By examining journals and written reflections, the researcher can explore how first-generation college students construct meaning from their journeys and the challenges they face. This method prioritizes the subjective voice and the chronological development of themes over time. It provides a rich, detailed, and holistic understanding of human experience that is not easily captured through quantitative surveys or controlled experimental studies.

186. (A) Two nuisance variables.
Both Latin Square and Randomized Block designs are used to increase the precision of an experiment by controlling for extraneous factors. However, the Latin Square design is a more advanced extension because it allows researchers to simultaneously control for two nuisance variables, such as day of the week and time of day. By arranging treatments in a square grid where each appears exactly once in every row and column, the design ensures that the effects of the primary independent variable are isolated more effectively.

187. (D) All of the following are characteristics of... EXCEPT:
Exception-based question formats are commonly used in academic assessments to test a student's thorough understanding of a topic. These

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comprehensive test of the independent variables' effects and helps control for the increased risk of Type I errors that occurs when performing numerous univariate tests. It offers a more holistic understanding of complex data.

174. (A) Q, S, R, P
The scientific research process follows a logical and sequential path to ensure rigorous results. It begins with the identification of a clear research problem. Based on this problem, the researcher formulates a testable hypothesis that predicts a specific outcome. Next, the researcher collects empirical data using appropriate methodologies and tools. Finally, the gathered data are analyzed and interpreted to evaluate the hypothesis and draw meaningful conclusions. This structured approach is essential for maintaining objectivity and reliability in all forms of academic and scientific inquiry.

175. (B) P, Q, R, and S only
Scientific research is characterized by its systematic and objective nature, with several valid purposes that advance knowledge. These include testing theoretical hypotheses, describing the characteristics of specific populations, exploring little-known phenomena, and establishing causal relationships between variables. In contrast, conducting research with the intent to confirm a personal bias without evidence is fundamentally unscientific and violates the principles of integrity and objectivity. Valid research must remain open to all findings, even those that challenge the researcher's initial expectations or beliefs.

176. (B) The strength of the relationship between one criterion variable and a combination of multiple predictor variables.
The multiple correlation coefficient, denoted as R, is a statistical measure that represents the strength of the relationship between a single continuous criterion variable and a combined set of multiple predictor variables. R indicates the maximum correlation possible between the observed outcome and the predicted values generated by the regression model. It provides an overall assessment of how well the collection of predictors can explain or forecast the variance in the dependent variable, making it a key metric in multivariate regression analysis.

177. (B) It allows for a more confident demonstration that the intervention caused the change in behavior.
An A-B-A-B design is considered a superior single-subject research framework because it includes a second introduction of the intervention. By observing the target behavior through two baseline phases and two treatment phases, researchers can clearly see if the behavior changes only when the intervention is present and returns to baseline when it is withdrawn. This replication significantly increases the internal validity of the study, providing a more confident and robust demonstration that the intervention, rather than some external factor, is responsible for the change.

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178. (A) The mean, median, and mode will all be the same value.
In a distribution that is perfectly symmetrical and unimodal, such as the normal distribution, the measures of central tendency behave in a very specific way. Because the data are evenly balanced on both sides and have only one peak, the mean, median, and mode will all fall at exactly the same central point. This alignment is a hallmark of balanced distributions, making any one of these measures a perfect representation of the center of the data set for descriptive and inferential purposes in research.

179. (C) Examining the factor loadings to name and understand the meaning of the extracted factors.
Interpretation is the final and crucial stage of factor analysis where the researcher gives theoretical meaning to the mathematical results. This involves carefully examining the factor loadings, which indicate the strength of the relationship between each observed variable and the extracted factors. By identifying which variables group together on a particular factor, the researcher can name the underlying dimension it represents. This step moves the analysis beyond simple data reduction to provide a conceptual understanding of the hidden structures within the dataset.

180. (A) P-3, Q-4, R-2, S-1
Statistical tests are chosen based on the specific goals of the research design. A t-test compares the means of two groups, while ANCOVA compares means while controlling for a covariate. Multiple

194. (A) Two independent variables, one with 2 levels and one with 3 levels.
The notation for a factorial design, such as 2x3, provides immediate information about the independent variables and their levels. Each digit in the notation represents an independent variable. Therefore, a 2x3 design has exactly two independent variables. The first number indicates that the first variable has two levels, while the second number shows that the second variable has three levels. Multiplying these numbers gives the total of six experimental conditions or cells within the study's design, facilitating clear communication of its structure.

195. (C) Ethnography.
Ethnography is a qualitative research methodology specifically designed to explore and describe the shared patterns of behavior, beliefs, and language within an intact cultural group. The primary goal is to provide a holistic and in-depth understanding of the culture from an insider perspective. This is achieved through long-term immersion and participant observation in the group's natural environment. By capturing the nuances of daily life and social interactions, ethnographers can uncover the underlying cultural meanings and structures that define a particular community or society.

196. (D) A list containing the Sign Test, Wilcoxon Signed rank test, and Kruskal-Wallis test.
Non-parametric tests are distribution-free statistical procedures used when data do not meet the assumptions of parametric tests, such as normality. The Sign test, Wilcoxon Signed-rank test, and Kruskal-Wallis test are all classic examples of non-parametric methods. They are used for comparing related or independent groups based on ranks or signs rather than means. Lists that include the t-test or ANOVA are incorrect because those are parametric procedures. Identifying these tests is crucial for selecting the appropriate analysis for non-normal or ordinal level research data.

197. (C) It must express a relationship between two or more variables.
A well-formulated research problem is the foundation of any scientific inquiry. A key characteristic is that it must clearly express a relationship between two or more variables that can be tested empirically. This provides a specific focus for the study and guides the subsequent selection of methods and data analysis techniques. Unlike broad or unanswerable questions, a good research problem is precise, feasible, and grounded in a way that allows for the collection of evidence to either support or refute the proposed relationship.

198. (A) Both Statement I and Statement II are true.
Multiple regression analysis involves understanding both simple and complex associations within a dataset. Statement I is true because simple correlation (r) focuses on the bivariate relationship between a single predictor and the criterion. Statement II is also true because multiple correlation (R) provides an overall measure of how well the entire set of predictors, when combined, can account for the variance in the criterion variable. Both types of correlation are essential components of the regression model, providing a comprehensive picture of the predictive relationships.

199. (D) To select a representative subset of a population to make inferences about the whole population.
In research, it is often impractical or impossible to study every member of a large population. Therefore, sampling is used to select a smaller, representative subset of individuals from that population. The fundamental purpose is to gather data from the sample and then use statistical techniques to make accurate inferences about the characteristics and behaviors of the entire population. To ensure these generalizations are valid, researchers must use appropriate sampling methods that minimize bias and ensure the sample truly reflects the population's diversity.

200. (A) P-3, Q-1, R-2
Research paradigms are distinguished by their primary focus and the types of data they utilize. The quantitative paradigm emphasizes objectivity, precise measurement, and the generalizability of findings through numerical data. The qualitative paradigm focuses on gaining an in-depth understanding of subjective experiences and social contexts using narrative data. The mixed methods paradigm involves the strategic integration of both numerical and narrative data within a single study. Correctly

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questions typically present a list of several correct statements or characteristics and ask the examinee to identify the one option that does not belong or is incorrect. This requires a high level of discrimination and a comprehensive grasp of the subject matter. Recognizing this structure is essential for accurately processing the question and selecting the correct answer among several plausible-sounding but actually correct options provided.

188. (B) Parametric test.
In statistical analysis, the t-test is classified as a parametric test because it is based on specific assumptions about the parameters of the population from which the samples are drawn. These assumptions typically include the requirement that the data follow a normal distribution and have homogeneity of variance. t-tests are used to compare the means of two groups to determine if they are significantly different. When these assumptions are met, parametric tests are generally more powerful and precise than their non-parametric alternatives in research.

189. (C) Case study.
A case study is a research method that involves a detailed and holistic investigation of a single individual, group, or event within its real-world context. The primary goal is to build a rich, multi-faceted picture of the case's life and experiences using multiple sources of data, such as interviews, observations, and documents. While findings from case studies are not statistically generalizable, they provide deep insights into complex human phenomena and are especially valuable for exploring new areas or studying rare and unique occurrences.

190. (A) Both A and R are true and R is the correct explanation of A.
In contemporary research reporting, it is crucial to include effect size alongside statistical significance. While a p-value tells a researcher whether an observed effect is likely due to chance, the effect size provides a measure of the magnitude or practical importance of that effect. A result can be statistically significant even if the actual difference is very small, especially in large samples. Reporting effect size ensures that findings are interpreted in a meaningful way, emphasizing their real-world impact and educational or clinical relevance.

191. (A) A long series of observations made on a variable over time.
The defining feature of a time series design is the collection of a long sequence of observations made on the same variable at multiple sequential points in time. This longitudinal approach allows researchers to establish a baseline trend and monitor fluctuations, cycles, or shifts that occur naturally or in response to a specific intervention. By analyzing these data points over an extended period, scientists can gain insights into temporal patterns and better understand the dynamic nature of the phenomenon being studied across various research fields.

192. (B) Researchers must protect participants from physical and psychological harm.
Research ethics are centered on the core responsibility to protect participants from both physical and psychological harm. This principle of non-maleficence is non-negotiable in any scientific study. While other aspects like informed consent and confidentiality are also vital, they serve this broader goal of ensuring participant welfare. Deception can be used ethically under strict conditions, and participants always maintain the right to withdraw. Understanding these standards is essential for conducting responsible research and maintaining the trust of both the public and the scientific community.

193. (B) Systematically collect self-report data from a sample of individuals.
The primary objective of using a questionnaire in survey research is to systematically gather self-report information from a sample of individuals. Questionnaires consist of a standardized set of questions designed to measure participants' attitudes, behaviors, beliefs, or demographic characteristics. This method allows researchers to collect data efficiently from a large number of people, providing a snapshot of the population's views. To ensure the reliability and validity of the results, the questionnaire must be carefully designed, pre-tested, and administered using appropriate sampling techniques across diverse groups.

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This requires the data to meet assumptions of linearity and normality to ensure a valid and accurate interpretation of the results.

167. (A) Sample size, alpha level, and effect size.
The power of a statistical test the ability to correctly reject a false null hypothesis is mathematically determined by three primary factors. First is the sample size; larger samples generally increase power. Second is the alpha level, or the threshold for significance; a more lenient alpha increases power but also the risk of Type I errors. Third is the effect size, which represents the magnitude of the phenomenon being studied. Researchers must balance these factors during the planning phase to ensure a robust study design.

168. (A) The stories and personal accounts of individuals.
Narrative research is a qualitative approach that prioritizes the lived experiences of individuals as told through their own stories and personal accounts. This method focuses on how people construct their identities and make sense of their world over time. By analyzing the chronological flow and themes of these narratives, researchers can gain deep insights into human development and social context. Unlike ethnography or statistical trends, narrative research emphasizes the unique, subjective voice of the individual as the primary source of knowledge.

169. (C) They are used when the assumptions of parametric tests (e.g., normality) are violated.
Non-parametric tests are essential tools in research because they provide a valid way to analyze data when the strict requirements of parametric tests are not met. These requirements often include having normally distributed data and using interval or ratio scales of measurement. When data are skewed, contain outliers, or are measured at an ordinal level, non-parametric tests which are distribution-free become necessary. They ensure that researchers can still draw meaningful conclusions from their data without violating the fundamental mathematical assumptions of their chosen statistical procedures.

170. (A) Both A and R are true and R is the correct explanation of A.
Ethical guidelines for research emphasize that participation must always be voluntary and free from coercion. This core principle is practically implemented through the process of informed consent. Before agreeing to take part, potential participants must be provided with clear and comprehensive information about the study's nature, procedures, risks, and benefits. By ensuring that individuals have all the necessary information to make a reasoned decision, researchers respect participant autonomy and maintain the ethical integrity of their scientific investigations within the academic community.

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171. (D) Financial.
Research is categorized by its primary goals and approaches, which are often referred to as its dimensions. Exploratory research aims to investigate a new area, descriptive research seeks to characterize a population or phenomenon, and explanatory research attempts to identify causal relationships. While the financial aspect is a practical consideration for any study, it is not a theoretical or methodological dimension of research itself. Dimensions provide the framework for the scientific inquiry process, guiding the formulation of questions and the selection of appropriate methods.

172. (B) A small group of participants discuss a topic together, guided by a moderator.
A focus group is a qualitative data collection method where a small, carefully selected group of participants discuss a specific topic under the guidance of a trained moderator. The goal is to facilitate dynamic interaction among participants, allowing for the emergence of diverse perspectives and shared meanings. This approach provides rich, narrative data that captures the social context and collective attitudes of the group. It is particularly effective for exploring complex social issues and generating ideas that might not arise in individual interviews or surveys.

173. (C) Analyze situations where there are multiple dependent variables.
Multivariate Analysis of Variance is an advanced statistical technique designed for research situations involving more than one continuous dependent variable. The primary purpose of using MANOVA instead of multiple separate ANOVAs is to analyze the outcomes collectively while accounting for the potential correlations between them. This approach provides a more

matching these paradigms to their characteristics is essential for understanding the different philosophical approaches to scientific inquiry.

201. (C) Historical analysis.
While historical analysis is a valid academic endeavor, it is often categorized as a methodology for studying the past using archival records rather than a primary empirical research method for collecting new data in social or psychological sciences. Methods like field studies, cross-cultural studies, and ethnography are established systematic approaches for investigating current human behavior and social phenomena. Recognizing the distinctions between different types of inquiry is important for selecting the appropriate framework and tools needed to address a specific research problem or question.

202. (A) Statistically removing the variance in the DV that is attributable to a covariate.
The Analysis of Covariance is used to increase the statistical power and precision of an ANOVA. Its primary goal is to compare group means on a dependent variable while statistically controlling for the influence of a continuous extraneous variable, known as a covariate. By removing the part of the variance in the dependent variable that is explained by the covariate, ANCOVA reduces error variance. This allows researchers to isolate and more accurately measure the true effect of the independent variable on the studied outcome.

203. (D) A-B-A design.
This research scenario describes a classic A-B-A single-subject design. The first phase (A) involves measuring the target behavior in its natural baseline state. The second phase (B) introduces the intervention and measures the resulting changes. In the final phase (A), the intervention is withdrawn to see if the behavior returns to its original baseline levels. This withdrawal phase is critical because it helps demonstrate that the intervention was indeed the cause of the observed behavior change, thereby enhancing the study's internal validity.

204. (B) Estimate the sample size required to detect an effect of a certain size.
Power analysis is a prospective statistical procedure conducted during the planning stage of a research study. Its primary function is to estimate the minimum sample size required to detect an effect of a specified magnitude with a given level of confidence. By accounting for the expected effect size and the desired alpha level, power analysis helps researchers ensure their study has enough statistical strength to avoid Type II errors. This ensures that the research can provide meaningful and reliable results without wasting valuable resources.

205. (B) Q and S only
Ethical research is founded on the principles of respect, autonomy, and integrity. Scenarios Q and S represent ethical practices: ensuring participants can withdraw at any time and obtaining informed consent before beginning. In contrast, forcing participation, failing to ensure anonymity, and fabricating data are all serious ethical violations that undermine the welfare of participants and the credibility of the scientific community. Adherence to these standards is mandatory for any legitimate academic investigation and is essential for maintaining public trust in research.

206. (D) Wilcoxon Signed-rank test.
When a research design involving related samples or matched pairs violates the parametric assumptions of the paired-samples t-test, the Wilcoxon Signed-rank test is the most appropriate non-parametric alternative. Unlike the simpler Sign test, the Wilcoxon test utilizes more information by considering both the direction and the magnitude of the differences between the paired scores. This makes it a more powerful and sensitive tool for identifying significant changes in behavior or performance, such as in pre-test and post-test measurement scenarios across different studies.

207. (A) A specific, testable prediction about the relationship between variables.
A hypothesis is a fundamental component of the scientific method, defined as a specific and testable prediction about the relationship between two or more variables. It is derived from existing theories or observations and provides a guiding framework for an investigation. Unlike a confirmed fact, a hypothesis is a proposition that researchers attempt to either support or refute through empirical data collection and analysis.

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A well-constructed hypothesis must be clear, precise, and stated in a way that allows it to be tested and verified.

208. (B) Uncorrelated.
In factor analysis, an orthogonal rotation method, such as Varimax, is used to redistribute factor loadings while maintaining the factors as completely independent of each other. This means that the resulting factors are uncorrelated, representing distinct and non-overlapping dimensions of the underlying data structure. Orthogonal rotation is often preferred for its simplicity and ease of interpretation, as it provides a clear separation between the components being identified. This approach assumes that the latent variables do not have a meaningful theoretical relationship with one another.

209. (B) Point biserial correlation.
To measure the relationship between a continuous variable like age and a truly dichotomous variable like alive/dead, the point biserial correlation coefficient is the most appropriate statistical method. A true dichotomy represents a natural, non-arbitrary two-category outcome. The point biserial coefficient is a specialized version of the Pearson correlation designed for this specific data structure. It provides a precise quantify of the association strength and is widely used in biomedical and social research to examine how continuous factors relate to discrete binary outcomes.

210. (A) Both A and R are true and R is the correct explanation of A.
A factorial design is considered highly efficient because it allows researchers to investigate multiple independent variables within a single experiment. Unlike separate single-factor studies, a factorial design can identify both the main effects of each individual variable and the interaction effects between them. This ability to see how variables combine to influence an outcome provides a much more sophisticated and realistic understanding of complex phenomena. Consequently, it yields more information from the same number of participants, making it a powerful tool for scientific inquiry.

211. (A) Q, R, P
Research methods are often categorized by the level of control they exert over variables. A laboratory experiment provides the highest level of control by manipulating factors in a strictly regulated environment. A quasi-experiment follows, utilizing some manipulation but lacking random assignment to groups. A field study offers the least control, as it involves observing behaviors in their natural setting where numerous external factors can influence the results. Therefore, the correct sequence from most to least control is Q, R, and P.

212. (D) A variable has a value that can change or vary, while a constant's value remains fixed.
The fundamental difference between a variable and a constant in research lies in their stability. A variable is an attribute, characteristic, or condition that can take on different values across individuals or points in time. In contrast, a constant is a factor that remains fixed and does not change throughout the entire study for any participant. Identifying variables is essential for measuring change and testing relationships, while recognizing constants is important for understanding the scope and limitations of the research findings.

213. (C) Statement I is true, but Statement II is false.
Statement I is true because the Friedman test is the correct non-parametric procedure for comparing three or more related samples or conditions. However, Statement II is false because the Kruskal-Wallis test is used for comparing three or more independent groups, not related samples. For two related samples, the appropriate non-parametric alternatives would be the Sign test or the Wilcoxon Signed-rank test. Correctly identifying these tests based on group independence and the number of groups is vital for accurate data analysis.

214. (B) It allows the researcher to probe for more detailed and nuanced responses.
While questionnaires are efficient for gathering data from large groups, the interview's primary advantage is its flexibility and depth. During an interview, the researcher can interact directly with the participant, allowing them to clarify questions and probe for more nuanced and detailed responses. This interaction can uncover

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deep-seated attitudes, motivations, and meanings that a standardized written questionnaire might miss. Consequently, interviews provide a richer and more comprehensive qualitative understanding of the participant's perspective, though they are more time-consuming and labor-intensive to conduct.

215. (B) Q, R, S, and T
Special correlation methods are specialized statistical techniques designed for specific types of data beyond simple continuous variables. These include biserial and point biserial correlations for linking continuous and dichotomous data, as well as tetrachoric and phi coefficients for measuring the relationship between two dichotomies. In contrast, the Pearson Product Moment is a standard parametric measure for two continuous variables. Recognizing these specialized methods is essential for choosing the correct analysis when variables are measured at nominal or artificially categorized levels in research.

216. (A) ANCOVA.
The Analysis of Covariance is the appropriate statistical technique when a researcher wants to compare the means of several independent groups while statistically controlling for the influence of a continuous extraneous variable, or covariate. In this example, ANCOVA allows the researcher to compare academic performance across socioeconomic levels while accounting for pre-existing differences in IQ scores. By removing the variance associated with IQ, the test provides a more accurate and precise assessment of the true impact of socioeconomic background on student achievement.

217. (C) Describe the essential structure of a lived experience.
Phenomenology is a qualitative research approach dedicated to exploring and describing the essential nature of human experiences. The primary objective is to uncover the common meanings and structures that define a specific lived experience for individuals. Through in-depth interviews and reflective analysis, phenomenologists seek to understand how people perceive and make sense of particular events or phenomena in their lives. This method prioritizes subjective experience and consciousness, providing a deep, descriptive understanding that captures the essence of what it means to be human.

218. (A) Systematic and aimed at increasing knowledge.
At its core, research is a systematic and disciplined process of inquiry aimed at discovering new facts, validating theories, and increasing the overall body of human knowledge. It is characterized by the use of rigorous methodologies, objective observation, and critical analysis. Unlike haphazard or subjective searches, scientific research follows established protocols to ensure that findings are reliable, valid, and verifiable by others. This commitment to structure and evidence is what makes research a powerful and essential tool for progress across all academic and professional fields.

219. (D) Principal Axis Factoring (PAF).
In factor analysis, Principal Axis Factoring is a method of factor extraction that focuses exclusively on the common variance shared among variables, rather than the total variance. This approach assumes that some part of each variable's variance is unique or due to measurement error. By identifying only the shared dimensions, PAF provides a more theoretically accurate representation of latent variables. In contrast, Principal Component Analysis considers the total variance and is often used more for data reduction than for identifying underlying constructs.

220. (A) P-3, Q-1, R-4, S-2
Non-parametric tests are selected based on the structure of the research design and their parametric counterparts. The Mann-Whitney U test corresponds to the independent samples t-test for two groups. The Wilcoxon Signed-rank test is the alternative for the paired-samples t-test with related data. The Kruskal-Wallis test serves as the counterpart to the one-way ANOVA for three or more independent groups. Finally, the Friedman test corresponds to the repeated measures ANOVA for multiple related conditions. Correct matching is essential for valid data analysis.

221. (C) The curve touches the horizontal axis at $z = +3$ and $z = -3$.
The normal probability curve is defined by its asymptotic tails, which approach but never

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actually touch the horizontal axis, even at points as far as three standard deviations from the mean. Stating that the curve touches the axis at $z = +3$ and $z = -3$ is mathematically incorrect. While it is true that 99.7% of scores fall within this range and the total area is 1.0, the distribution remains theoretical and continuous across its infinite length, making the property of being asymptotic essential.

222. (D) Interviews and Questionnaires.
Survey research is a widely used methodology for collecting information about people's attitudes, behaviors, or characteristics. The primary instruments utilized in this approach are interviews and questionnaires. Questionnaires involve a set of written questions that participants answer independently, while interviews involve a direct verbal interaction between the researcher and the participant. Both tools allow for the systematic gathering of self-report data from a representative sample of individuals, providing a comprehensive snapshot of the population's views and experiences within a specific research study.

223. (A) A measure of the association between two variables after statistically removing the influence of a third variable.
Partial correlation is a statistical technique used to measure the strength and direction of the unique relationship between two variables after the influence of one or more additional variables has been statistically removed. This method is essential for identifying whether the observed association between the primary variables is direct or if it is merely a byproduct of their shared relationship with a confounding factor. By controlling for noise variables, researchers can gain a much clearer and more accurate understanding of the underlying patterns within their data.

224. (B) The new drug will reduce symptoms of anxiety more than the placebo.
A directional alternative hypothesis is a specific prediction that specifies the expected nature of the difference or relationship between variables. In this example, predicting that a new drug will be more effective than a placebo clearly indicates a positive outcome for the treatment. This contrasts with non-directional hypotheses, which only state that a difference exists without specifying its direction. Directional hypotheses are more precise and allow for more focused statistical testing, which can increase the power of the study to detect a significant result.

225. (B) A case study.
A case study is the most appropriate research methodology for an in-depth investigation of a single organization to understand its unique culture and internal processes. By utilizing multiple data sources such as interviews, observations, and document analysis, the researcher can build a holistic and detailed picture of the entity. This approach prioritizes deep understanding and contextual richness over statistical generalization. Case studies are especially valuable for exploring complex social systems and identifying patterns that might be missed by more standardized quantitative methods like surveys.

226. (A) Participants are randomly assigned to experimental conditions within each block.
In a Randomized Block Design, the term randomized specifically refers to the process of assigning participants to different experimental conditions after they have been grouped into blocks. Blocking is used to control for a known extraneous variable by grouping similar participants together. Within each of these blocks, the researcher then uses random assignment to place individuals into the experimental or control groups. This ensures that the treatment effects are tested across all levels of the blocked variable, thereby reducing error variance and increasing precision.

227. (C) t-test.
Qualitative research is characterized by its focus on words, narratives, and holistic understanding. Methods like focus groups, narrative analysis, and ethnography are classic qualitative approaches. In contrast, the t-test is a quantitative statistical procedure used to compare the means of two groups and test hypotheses using numerical data. Therefore, the t-test is not a qualitative research method; it is a tool within the quantitative paradigm. Recognizing these methodological distinctions is essential for correctly categorizing research activities and understanding the appropriate paradigms for different questions.

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228. (D) Mode.
The mode is the only appropriate measure of central tendency for nominal data, which consists of categories or labels without any inherent numerical order. For example, when identifying the typical favorite color in a group, the mode identifies the most frequent category. The mean and median cannot be used because you cannot mathematically average colors or identify a middle color in a ranked list. While standard deviation measures spread for numerical data, the mode simply highlights the most common occurrence in categorical datasets.

229. (A) Both Statement I and Statement II are true.
Linear regression is a foundational statistical tool used for modeling the relationship between variables. Statement I is true because simple linear regression focuses on the link between exactly one independent variable and one dependent variable. Statement II is also true because multiple regression expands this model to include two or more independent variables to predict the outcome. Both techniques aim to identify the best-fitting line that describes the data, but they differ in the number of predictors used to explain the variance.

230. (A) Both A and R are true and R is the correct explanation of A.
The selection of a research paradigm is a foundational decision that significantly influences every subsequent stage of the research process. Paradigms like quantitative, qualitative, or mixed methods provide the underlying philosophical and methodological framework for the study. They guide the researcher in formulating the research problem, choosing appropriate data collection methods, and determining the most suitable type of analysis. By providing a consistent logic and set of assumptions, the paradigm ensures that all parts of the study are aligned and contribute to a coherent inquiry.

231. (D) A cohort study follows a specific group of people, while a time series can be on any variable (e.g., crime rate).
While both cohort studies and time series designs involve tracking changes over time, they differ in their primary focus. A cohort study is specifically designed to follow a defined group of people who share a common characteristic, such as being born in the same year. In contrast, a time series study can focus on any variable such as crime rates, stock prices, or temperatures measured at regular intervals over time, regardless of whether it involves tracking the same specific individuals. This distinction determines the study's scope and analysis.

232. (A) To translate an abstract concept into a concrete, measurable, or manipulable form.
The primary role of an operational definition in a research problem is to translate an abstract theoretical concept into a concrete and measurable or manipulable form. By specifying the exact procedures, tools, or observations used to identify a variable, researchers ensure that their work is objective and precise. This process is essential for gathering consistent data and, more importantly, it allows other scientists to replicate the study exactly. Without such definitions, results would be too vague to contribute meaningfully to scientific knowledge.

233. (C) Paired-samples t-test.
To compare the depression scores of the same group of participants before and after therapy, a paired-samples t-test is the most appropriate parametric analysis. Also known as a dependent t-test, it accounts for the fact that the two sets of scores are related because they come from the same individuals. By focusing on the difference between the pre-test and post-test scores for each person, the test effectively controls for individual differences and provides a robust way to evaluate the treatment s impact.

234. (A) Data must be measured on a nominal scale.
Factor analysis is based on several mathematical assumptions to ensure meaningful results. These include the requirement for a sufficiently large sample size, a linear relationship between the variables, and the absence of multicollinearity. Crucially, the variables must be measured on an interval or ratio scale to allow for the calculation of correlations or covariances. Nominal scale data, which consist of simple labels or categories, are not suitable for traditional factor analysis as they lack the mathematical properties needed for its underlying calculations and models.

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behavior of one or a few individuals. These designs involve repeated measurements of behavior over time to assess the impact of a specific treatment or intervention. By providing detailed insights into individual-level changes, single-subject designs offer a rigorous way to evaluate therapeutic effectiveness and understand behavior patterns in great detail.

300. (A) uses the same subjects in all conditions, thus controlling for individual differences.

A Repeated Measures Design is highly efficient because it involves testing the same group of participants across all experimental conditions. This structure effectively controls for individual differences, such as personality or intelligence, which could otherwise confound the results. By using participants as their own controls, researchers can more accurately detect the independent variable's effects, requiring fewer participants for study.

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meaningfulness of their study s findings beyond simple probability.

242. (A) R, S, Q, P
The four scales of measurement are categorized by their complexity and the amount of information they provide. The sequence from least to most informative begins with the nominal scale, which only provides categorical labels. The ordinal scale adds a specific ranking or order. The interval scale provides equal distances between points but lacks a true zero. Finally, the ratio scale includes all these features plus a meaningful zero point, allowing for the comparison of absolute magnitudes. Therefore, the correct sequence is R, S, Q, and P.

243. (C) It is a guiding prediction that directs the investigation and data analysis.
A hypothesis plays a critical role in the research process by providing a clear and testable prediction that guides the entire investigation. It is a tentative statement about the expected relationship or difference between variables, derived from existing knowledge or theory. By establishing a specific focus, the hypothesis informs the selection of research methods, data collection tools, and appropriate statistical analysis techniques. It acts as a bridge between abstract theoretical ideas and empirical observation, allowing researchers to systematically evaluate the validity of their predictions.

244. (D) Statement I is false, but Statement II is true.
In experimental research, different designs serve distinct purposes for controlling and analyzing variables. Statement I is false because the primary goal of a Randomized Block Design is to control for one known extraneous variable, not to study interactions. Statement II is true because a Factorial Design is specifically structured to investigate the interaction effects between two or more independent variables simultaneously. This allows researchers to see how variables combine to influence an outcome, providing a more sophisticated and realistic understanding of complex relationships within the data.

245. (B) P, Q, R, and S only
Systematic research is characterized by the use of rigorous, organized, and objective methodologies for collecting and analyzing data. This includes observation, surveys, experimental designs, and qualitative approaches like phenomenology. These methods follow established scientific protocols to ensure that findings are reliable and valid. In contrast, guesswork is based on intuition or random chance and lacks the empirical foundation and critical scrutiny required for scholarly inquiry. Therefore, the first four options represent valid systematic methods, while guesswork does not belong in the scientific research process.

246. (B) Whether the dichotomous variable is natural (true) or artificial.
The distinction between biserial and point-biserial correlations depends on the underlying nature of the dichotomous variable. A point-biserial correlation is used when the dichotomy is naturally occurring or true, such as gender or alive/dead. In contrast, a biserial correlation is used when the dichotomous variable is artificially created from an underlying continuous distribution, such as splitting test scores into pass and fail. Choosing the correct method ensures that the statistical relationship between the continuous and categorical variables is measured accurately and appropriately.

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247. (D) Median.
The median is the most appropriate descriptive statistic for summarizing the central point of a highly skewed distribution. Unlike the mean, which is calculated using the value of every score and can be pulled toward extreme outliers, the median represents the middle value of a ranked set. This makes it a more robust and stable measure of the center when data are non-symmetrical. Using the median ensures that the summary provides a more representative picture of the typical score in a non-normal dataset.

248. (A) Experimental Designs.
MANOVA and ANCOVA are advanced statistical techniques categorized as experimental designs because they are primarily used to analyze data from experiments involving groups and controlled variables. MANOVA handles multiple dependent variables simultaneously, while ANCOVA compares group means while statistically controlling for a covariate. These methods are designed to test causal hypotheses and identify group differences under specific

conditions. They go beyond simple bivariate correlation, providing a sophisticated way to manage multiple factors and outcomes while maintaining statistical precision and internal validity in complex research studies.

249. (C) Placebo.
In an experimental study, a placebo is an inert substance or treatment, such as a sugar pill, that is identical in appearance to the active intervention being tested. It is given to the control group to ensure that any observed changes in the experimental group are due to the actual properties of the drug rather than the participants expectations of getting better. This placebo effect is a significant concern, and using a placebo control is essential for establishing the true effectiveness and validity of a medical or psychological treatment.

250. (A) Both A and R are true and R is the correct explanation of A.
Qualitative research often involves a smaller number of participants compared to quantitative studies. This is because the fundamental goal of qualitative inquiry is to achieve an in-depth, holistic understanding and a rich, detailed description of complex social phenomena from the participants unique perspectives. Unlike quantitative research, which aims for statistical generalization to a large population through numerical trends, qualitative research prioritizes depth over breadth. By focusing on a few cases in great detail, researchers can uncover the subjective meanings and contexts that define human experiences.

251. (B) To specify the exact procedures for measuring or manipulating a variable.
In psychological research, operational definitions serve the vital purpose of translating abstract concepts into observable and measurable actions. By detailing the specific procedures used to quantify or influence a variable, researchers ensure that their study is transparent and replicable. This clarity allows other scientists to evaluate findings objectively and conduct subsequent studies to verify the initial results.

252. (A) specific, testable prediction about a research outcome.
A hypothesis represents a formal bridge between theoretical ideas and empirical investigation. It functions as a precise, testable statement regarding the expected relationship between variables or the anticipated result of an experiment. Formulating such a prediction allows researchers to systematically gather data and determine whether their observations support or refute the underlying psychological theory being tested during the study.

253. (C) maintaining the credibility and validity of the findings.
Ethical conduct acts as the foundational pillar for all scientific investigations within the field of psychology. Beyond following procedural steps, adhering to ethical standards ensures that participants are protected and the research process remains transparent. This rigorous commitment to integrity is what ultimately establishes and preserves the professional credibility and scientific validity of the research findings in the community.

254. (D) The identification of a research problem.
The scientific research process begins with the identification of a specific research problem or gap in existing knowledge. This initial phase involves recognizing a query about human behavior or mental processes that requires systematic investigation. Once a problem is clearly defined, researchers can proceed to formulate hypotheses, select methodologies, and establish operational definitions to explore the issue further.

255. (C) To engage in systematic inquiry for discovering and revising knowledge.
Psychological research is fundamentally characterized as a formalized and systematic inquiry into the complexities of human behavior and mental processes. Its primary objective is to expand the existing body of scientific knowledge by discovering new facts or revising established theories. This rigorous process moves beyond simple information gathering to ensure that psychological insights are based on objective evidence.

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256. (B) The quantitative paradigm.
The quantitative paradigm is grounded in a post-positivist philosophy, which operates under the assumption that a single, objective reality exists independently of the observer. This approach prioritizes numerical data and structured methods to measure phenomena accurately. By focusing on objective measurement, researchers aim to identify consistent patterns and cause-and-effect relationships that are generalizable across broader and more diverse populations.

257. (D) The qualitative paradigm, to explore subjective and socially constructed realities.
Researchers seeking an in-depth understanding of lived experiences within their natural contexts typically utilize the qualitative paradigm. This approach is rooted in constructivist and interpretivist philosophies, which view reality as multifaceted and socially constructed. By analyzing rich, descriptive data such as narratives or observations, investigators can uncover the subjective meanings that individuals and groups assign to their complex experiences.

258. (A) To achieve a more comprehensive and holistic understanding of a research problem.
The mixed-methods approach is based on a pragmatic paradigm that integrates both quantitative and qualitative techniques within a single investigation. This intentional combination allows researchers to utilize the strengths of one method to offset the limitations of the other. Consequently, this synergy provides a more thorough and nuanced perspective on complex research questions than any single approach could possibly offer.

259. (C) Interpretivism, which emphasizes subjective meaning.
Interpretivism is a philosophical foundation for qualitative research, focusing on how individuals interpret their social world and assign meaning to their experiences. This perspective rejects the idea of a single objective reality, instead viewing reality as subjective and context-dependent. It prioritizes understanding the depth and complexity of human phenomena through detailed descriptive data and exploration of unique social patterns.

260. (A) the assumption about the nature of reality and how it should be studied.
A fundamental difference between research paradigms lies in their ontological and epistemological assumptions. The quantitative paradigm assumes an objective, singular reality that can be measured numerically. Conversely, the qualitative paradigm views reality as subjective and socially constructed. These conflicting viewpoints dictate the methodology used, ranging from structured experiments for objective measurement to descriptive narratives for exploring unique subjective meanings.

261. (D) An ethnography.
Ethnography is a qualitative method characterized by the researcher's deep and prolonged immersion into a specific culture or social group. By living within the community and participating in its daily life, the researcher seeks to understand behaviors, customs, and shared meanings from an insider's perspective. This approach provides a rich, contextualized account of how the group functions and interacts.

262. (B) develop a theory that emerges directly from the data collected.
Grounded theory is a systematic qualitative methodology designed to generate theoretical insights directly from empirical data. Unlike deductive approaches that test pre-existing theories, this method involves concurrent data collection and analysis. This iterative process allows theoretical concepts and categories to arise organically from observations, ensuring that the resulting theory is fundamentally rooted in the actual experiences of research participants.

263. (C) a phenomenology.
Phenomenology is a qualitative research method that aims to describe the essence of a lived experience from the perspective of those who have undergone it. By exploring shared themes among participants, researchers seek to uncover the universal structures underlying a specific phenomenon. This approach is particularly effective for understanding the deep, subjective impact of significant events like surviving disasters.

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264. (D) Case study.
A case study involves an intensive, multifaceted investigation focused on a single unit of analysis, such as an individual, a group, or an event. This method utilizes multiple sources of evidence, including interviews and observations, to provide a holistic and detailed account of the subject. It is especially useful for exploring complex phenomena within their real-life contexts in great depth.

265. (A) a focus group.
A focus group is a qualitative data collection technique where a researcher facilitates a discussion among a small group of individuals. The objective is to explore diverse perspectives, shared beliefs, and group dynamics related to a specific topic. By encouraging interaction among participants, the researcher can gain insights into how people collectively construct meaning and navigate common life challenges.

266. (B) The random assignment of participants to conditions.
The critical element that separates true experimental designs from quasi-experimental ones is the use of random assignment. In a true experiment, participants are randomly allocated to different groups, which helps ensure that groups are equivalent before the intervention. Quasi-experimental designs lack this random assignment, often because of ethical or practical constraints, making it more difficult to definitively establish causation.

267. (B) A cross-cultural study.
Cross-cultural studies are comparative research methods used to evaluate psychological principles across diverse cultural contexts. By examining similarities and differences in behavior or mental processes among different groups, researchers can determine whether specific findings are universal or culturally specific. This approach provides essential insights into the influence of cultural factors on human psychology and helps refine theories for global applicability.

268. (A) establish cause-and-effect relationships between variables.
The experimental method is primarily designed to investigate causal relationships by manipulating an independent variable and measuring its effect on a dependent variable. This process requires strict control over extraneous variables and the use of random assignment to ensure that any observed changes are due to the manipulation itself. This rigorous structure allows researchers to draw firm conclusions about causality.

269. (C) field study.
Field studies are conducted in natural, real-world settings such as schools, workplaces, or community centers rather than in controlled laboratory environments. This approach prioritizes ecological validity, as it allows researchers to observe and analyze behaviors as they occur naturally. While field studies offer realistic insights into human behavior, they often involve less control over environmental variables than laboratory experiments.

270. (D) Questionnaires and structured interviews.
The survey method is a widely used quantitative research approach for collecting data on attitudes, opinions, and behaviors from large samples. It typically utilizes standardized instruments such as questionnaires or structured interviews to gather information in a systematic manner. This efficiency allows researchers to describe the characteristics of a population and identify broad trends or patterns within the data.

271. (C) The mean, median, and mode are all equal.
The Normal Probability Curve represents a theoretical, symmetrical, bell-shaped distribution that is central to many statistical procedures. In this ideal distribution, the three primary measures of central tendency—the mean, median, and mode—are perfectly aligned and located at the exact center of the curve. This symmetry ensures that the data is distributed predictably on either side of the average.

272. (B) The scores are spread out over a wide range of values.
Standard deviation is a measure of dispersion that quantifies the average distance of scores from the mean. A high standard deviation indicates that the data points are spread out across a broad range of values, suggesting significant variability within the dataset. Conversely, a low standard deviation would mean that most scores are clustered closely around the average or central value.

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273. (D) The mean.
The mean is a measure of central tendency calculated by finding the arithmetic average of all scores in a distribution. Because every value in the dataset contributes to the final calculation, the mean is particularly sensitive to extreme scores known as outliers. These outliers can pull the mean toward the extremes, potentially making it an unrepresentative measure of the typical score.

274. (A) The standard deviation.
Measures of dispersion are statistical tools used to describe the spread or variability of scores within a distribution. The standard deviation is a key measure that indicates how much, on average, individual scores deviate from the mean. By communicating the degree of variability, it provides essential context for understanding the consistency or diversity of the data being analyzed in research.

275. (C) understand the proportion of scores falling within specific distances from the mean.
The Normal Probability Curve is a theoretical model characterized by predictable mathematical properties. These properties allow researchers to determine the exact proportion of scores that fall within specific distances, measured in standard deviations, from the mean. Understanding these proportions is fundamental for interpreting individual scores relative to a population and forms the mathematical basis for many advanced inferential statistical procedures.

276. (A) Kruskal-Wallis test.
The Kruskal-Wallis test is a non-parametric statistical method used to compare three or more independent groups when the data are ordinal or do not follow a normal distribution. It serves as the non-parametric equivalent to the one-way ANOVA. By analyzing the ranks of the data rather than raw scores, it determines if there are significant differences between groups.

277. (D) The paired samples t-test.
The Wilcoxon Signed-rank test is a non-parametric alternative to the parametric paired samples t-test. It is used to compare two related groups or repeated measurements when the data do not meet the assumption of normality. Instead of comparing means, this test evaluates the differences between paired observations by looking at the magnitude and direction of ranks assigned to differences.

278. (B) the assumptions for parametric tests are not met.
Non-parametric tests, also referred to as distribution-free tests, are utilized when research data violate the strict assumptions required for parametric analyses. These assumptions often include the requirement that data follow a normal distribution or be measured on an interval scale. When data are skewed or measured at the ordinal level, non-parametric tests provide a statistically valid way to analyze results.

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279. (C) The Wilcoxon Signed-rank test, as it compares related samples.
When a study involves comparing the same group of participants under two different conditions, such as before and after an intervention, the samples are considered related. If the data from these measurements are not normally distributed, the Wilcoxon Signed-rank test is the appropriate non-parametric tool. It allows researchers to assess significant changes across time points without relying on the normality assumption.

280. (D) To quantify the magnitude of an observed effect.
While statistical significance indicates whether an observed effect is likely due to chance, effect size provides a measure of its practical importance. It quantifies the magnitude of the relationship or the strength of the difference between groups. By reporting effect sizes, researchers offer more substantive meaning to their results, helping others understand the actual impact or power of psychological phenomena.

281. (A) Product Moment correlation.
The Pearson Product-Moment correlation is the standard statistical technique used to measure the direction and strength of a linear relationship between two variables. It is specifically appropriate when both variables are measured on an interval or ratio scale and the relationship is linear. This coefficient ranges from -1 to +1, providing a precise numerical representation of how variables co-vary together.

282. (B) To determine the relationship between two variables while controlling for a third variable.
Partial correlation is an advanced statistical technique used to isolate the unique relationship between two primary variables by statistically removing the influence of a third, potentially confounding variable. This method allows researchers to understand the association more clearly by ensuring that the observed correlation is not merely a result of both variables being related to a common external factor or covariate.

283. (B) Rank Order correlation.
Rank Order correlation, often calculated as Spearman's rho, is the most appropriate method for assessing the relationship between two variables when the data are in the form of ranks or are ordinal. This technique measures how well the rank orders of two variables coincide. It is particularly useful when the data do not meet the assumptions required for linear correlation methods.

284. (A) Multiple correlation.
Multiple correlation is a statistical method used to examine the overall association between a single criterion variable and a combination of two or more predictor variables. This technique allows researchers to determine how well a set of factors collectively predicts an outcome. It serves as a foundation for more complex predictive models, such as multiple regression, in psychological research data analysis.

285. (C) does not provide evidence of causation between variables.
A fundamental limitation of correlational analysis is that it describes the relationship and co-variation between variables without demonstrating cause-and-effect. Even a strong correlation between two factors does not prove that one causes the other, as both could be influenced by a third, unmeasured variable. Therefore, researchers must exercise caution and avoid making causal claims based solely on correlational data.

286. (D) Point biserial correlation.
Point biserial correlation is a specialized statistical technique used when one variable is a true dichotomy and the other is continuous. A true dichotomy represents a natural, discrete division with no underlying continuity, such as marital status or biological sex. By applying this method, researchers can effectively measure the strength and direction of the relationship between these two distinct data types.

287. (C) both variables are artificial dichotomies.
The tetrachoric correlation coefficient is used specifically when both variables being correlated are artificial dichotomies. These are variables that represent underlying continuous distributions but have been split into two discrete categories, such as dividing a continuous personality score into groups. This method provides an estimate of what the correlation would be if both variables had remained in a continuous form.

288. (B) Whether the dichotomous variable is true or artificial.
The choice between biserial and point biserial correlation depends entirely on the nature of the dichotomous variable. A point biserial correlation is used for true dichotomies, which are naturally discrete categories. In contrast, a biserial correlation is appropriate for artificial dichotomies, where a continuous variable has been split into two categories. Selecting the correct method ensures the correlation coefficient's accuracy.

289. (D) phi coefficient.
The phi coefficient is a specialized correlation method used when both variables in a study are true dichotomies. True dichotomies are variables with two naturally occurring, discrete categories, such as 'yes' or 'no' responses on a survey item or 'correct' and 'incorrect' answers on a test. This coefficient provides a measure of association between these two categorical variables systematically.

290. (A) the tetrachoric correlation.
When a researcher converts two continuous variables, such as anxiety scores and blood pressure readings, into artificial categories, they create artificial dichotomies. To measure the association between these two modified variables, the tetrachoric correlation is the appropriate statistical choice. This method assumes that an underlying normal distribution exists for both variables, despite their current categorical or dichotomized format in the study.

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291. (C) To model the relationship between one predictor and one criterion variable for prediction.
Simple linear regression is a statistical technique focused on modeling the relationship between a single independent predictor variable and a single dependent criterion variable. The goal is to find the best-fitting straight line that can accurately predict the value of the dependent variable based on the predictor value. This predictive model allows researchers to estimate various outcomes in psychological studies.

292. (A) data reduction and identifying latent structures.
Factor analysis is a multivariate statistical technique used primarily for data reduction. It identifies underlying latent structures or dimensions within a large set of observed variables by grouping those that are highly correlated. This process allows researchers to simplify complex datasets into a smaller number of meaningful, unobserved factors, making the data more manageable and underlying psychological constructs easier to interpret.

293. (D) To simplify the factor structure for better interpretation.
In the process of factor analysis, factor rotation is a critical step used to clarify the relationship between variables and factors. By mathematically rotating the axes of the factors, researchers can achieve a simpler and more interpretable structure. Techniques like Varimax or Promax help ensure that each variable loads strongly on one factor, making it easier to define underlying constructs.

294. (B) use more than one predictor variable to predict an outcome.
Multiple regression is an extension of simple linear regression used when a researcher wants to predict a single criterion variable using two or more independent predictor variables. This method determines the best linear combination of these predictors to explain the variance in the outcome. It also allows for the assessment of each predictor's unique contribution, providing a more comprehensive behavior model.

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295. (C) they share one or more common underlying factors.
Factor analysis operates on the fundamental assumption that observed variables are correlated because they are influenced by one or more common, unobserved latent factors. By examining the patterns of correlations among a large set of measures, researchers can extract these shared factors. This helps in understanding the broader psychological dimensions that drive the responses seen in individual variables being measured.

296. (D) Factorial ANOVA.
A Factorial ANOVA is the most suitable statistical analysis when a study involves two or more independent variables. This technique allows researchers to examine the main effects of each independent variable separately, as well as the interaction effect between them. By analyzing how different levels of variables combine to influence performance, researchers gain a more comprehensive understanding of complex behavioral relationships.

297. (A) ANCOVA.
Analysis of Covariance, or ANCOVA, is a statistical procedure used to compare group means while controlling for the influence of a continuous variable known as a covariate. By removing the variance associated with the covariate, such as pre-existing anxiety, researchers can increase study precision. This ensures that observed differences between treatment groups are more likely due to the intervention itself.

298. (B) MANOVA.
Multivariate Analysis of Variance, or MANOVA, is an advanced statistical technique used when a study involves multiple dependent variables measured simultaneously. Instead of conducting separate ANOVAs for each variable, MANOVA analyzes them together to determine if the independent variable significantly affects the combined outcome. This approach accounts for relationships among dependent variables, providing more robust results than univariate tests.

299. (B) a single-subject design.
Single-subject designs are experimental methodologies that focus intensively on the

235. (B) P, Q, and R
Ethical reporting in research is founded on honesty, transparency, and accountability. This includes properly acknowledging sources to avoid plagiarism, reporting procedures and results accurately, and being willing to share data with other professionals while maintaining participant confidentiality. In contrast, ignoring findings that contradict the initial hypothesis often called cherry-picking is a serious form of scientific misconduct that misleads the academic community and undermines the search for objective truth. Adherence to these standards is essential for maintaining the integrity and credibility of scientific inquiry.

236. (B) The same subjects participate in all experimental conditions.
A key feature of a Repeated Measures Design is that the same group of participants is exposed to every experimental condition or measured at multiple points in time. This approach effectively uses each subject as their own control, which significantly reduces the impact of individual differences on the results. By minimizing this noise, the design increases statistical power, making it easier to detect the true effect of the independent variable. This methodology is central to within-subjects and longitudinal research focused on individual development and change.

237. (C) Pearson product-moment correlation coefficient (r).
The Pearson product-moment correlation coefficient, denoted as r, is the standard parametric statistic used to quantify the strength and direction of the linear relationship between two continuous variables. Ranging from -1 to +1, it indicates how closely the variables move together in a predictable straight-line pattern. This measure is fundamental for identifying associations in research data, provided the variables meet the assumptions of normality and linearity. It provides a precise mathematical summary of bivariate relationships in various scientific and social inquiry fields.

238. (D) The number of levels of one of the independent variables.
In the numerical notation for a factorial ANOVA, each digit represents an independent variable, and the value of that digit indicates the number of levels for that specific variable. In a 2x4 design, there are two independent variables. The first variable has two levels, and the second variable, represented by the 4, has exactly four levels. This notation allows researchers to quickly understand the experimental structure and calculate the total number of conditions, which in this case would be eight individual cells.

239. (A) Lower internal validity due to potential confounding variables.
The primary disadvantage of a quasi-experimental design compared to a true experiment is a decrease in internal validity. This is because quasi-experiments lack the random assignment of participants to groups, often relying instead on pre-existing groups. Without randomization, researchers cannot be certain that the groups were equivalent at the start of the study. This introduces the potential for confounding variables to influence the results, making it more difficult to definitively state that the independent variable was the sole cause of the observed outcome.

240. (B) P-3, Q-1, R-4, S-2
Understanding the different roles of variables and definitions is fundamental to scientific inquiry. An independent variable is the factor that is manipulated, such as the type of therapy. The dependent variable is the outcome being measured, like test scores. An operational definition provides a clear, measurable way to identify a construct, such as defining anxiety through heart rate. An extraneous variable is an outside factor that could influence results, like room temperature. Correctly matching these concepts is essential for designing valid experiments and interpreting results.

241. (B) The observed result is unlikely to have occurred by chance alone.
Statistical significance, typically expressed as a p-value less than .05, indicates that the observed result is unlikely to have occurred by chance alone if the null hypothesis were true. It provides a measure of the reliability of the finding. However, significance does not necessarily mean that the effect size is large or that the result is of practical importance. Researchers must also consider effect size and the theoretical context to determine the real-world impact and

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CHAPTER 03
Psychological Testing

1. Which of the following best defines a psychological test?
(A) A comprehensive interview focused on a person's individual life history.
(B) A standardized procedure used to measure a sample of an individual's behavior.
(C) An informal observation of a person's reactions in their natural environment.
(D) A subjective interpretation of an individual's subconscious dreams and thoughts.

2. A test designed to measure an individual's potential for acquiring a specific skill is known as a(n):
(A) Aptitude test
(B) Achievement test
(C) Personality test
(D) Diagnostic test

3. Which of the following is an example of a group-administered intelligence test?
(A) Wechsler Adult Intelligence Scale (WAIS)
(B) Stanford-Binet Intelligence Scales
(C) Raven's Progressive Matrices
(D) Thematic Apperception Test (TAT)

4. Read the following statements and select the correct option.
Statement I: Power tests typically have generous time limits, allowing most test-takers to attempt all items.
Statement II: Speed tests contain items of uniform and relatively low difficulty, with a strict time limit.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

5. Identify the incorrect statement regarding item writing for a multiple-choice question.
(A) The stem of the item should present a clear and single problem for the test-taker.
(B) All distractors should be plausible and attractive to uninformed test-takers.
(C) The correct option should be consistently longer or shorter than the distractors.
(D) The use of "all of the above" or "none of the above" should be kept to a minimum.

6. The process of determining the percentage of test-takers who answered a test item correctly is known as:
(A) Item discrimination analysis
(B) Item difficulty analysis
(C) Factor analysis
(D) Distractor analysis

7. Match the items in List I with those in List II.
List I: (Type of Reliability)
P. Test-Retest Reliability
Q. Parallel Forms Reliability
R. Split-Half Reliability
S. Inter-Rater Reliability
List II: (Description)
1. Correlating scores from two different but equivalent versions of a test.
2. Correlating scores obtained by two or more observers on the same behavior.
3. Correlating scores from a single test administered on two different occasions.
4. Correlating scores from two halves of a single test administration.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

8. The degree to which a test measures the theoretical construct or trait it is designed to measure is known as:
(A) Construct validity
(B) Content validity
(C) Criterion-related validity
(D) Face validity

9. What is the primary purpose of establishing norms for a psychological test?

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criterion measure.
(B) It accurately measures a specific theoretical trait or internal state.
(C) Its items represent a sample of the content domain to be measured.
(D) Test-takers perceive the test as highly relevant and appropriate.

30. In the context of attitude scales, which scale presents a single adjective and asks the respondent to rate it on a numbered scale, often from positive to negative, but without an explicit opposite adjective?
(A) Likert Scale
(B) Guttman Scale
(C) Semantic Differential Scale
(D) Stapel Scale

31. Consider the following statements regarding psychological testing in educational settings:
(i) Achievement tests are used to measure what students have learned.
(ii) Aptitude tests can help in identifying students for gifted programs.
(iii) Diagnostic tests are used to pinpoint specific learning difficulties.
(iv) Personality tests are never used in schools.
(v) Interest inventories are used for academic and career counseling.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iv), (v)
(B) (i), (ii), (iii), (v)
(C) (ii), (iii), (iv), (v)
(D) (i), (iii), (iv)

32. If a test yields similar scores for the same person when re-administered after a short interval, it is said to have high:
(A) Split-half reliability
(B) Test-retest reliability
(C) Predictive validity
(D) Content validity

33. A z-score of +1.0 on a standardized test indicates that the individual's score is:
(A) Exactly at the mean of the distribution.
(B) One standard deviation above the mean.
(C) One standard deviation below the mean.
(D) One percentile rank above the mean.

34. The primary goal of creativity testing is often to measure:
(A) Divergent thinking
(B) Convergent thinking
(C) General knowledge
(D) Fluid intelligence

35. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): In military settings, psychological tests are used for screening recruits and for specialty assignments.
Reason (R): These tests help predict a candidate's ability to handle stress, follow orders, and succeed in specific military roles.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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36. An item analysis reveals that a particular item is answered correctly by 95% of test-takers. This item has a very high:
(A) Item discrimination index
(B) Error variance
(C) Negative correlation with the total score
(D) Item difficulty index (p-value)

37. A psychologist wants to assess for potential brain damage affecting executive functions like planning and cognitive flexibility. Which test would be most appropriate?
(A) Rorschach Inkblot Test
(B) Torrance Tests of Creative Thinking
(C) Wisconsin Card Sorting Test
(D) Strong Interest Inventory

38. The use of psychological tests in clinical settings primarily aids in:
(A) Employee selection and promotion
(B) Diagnosis, treatment planning, and monitoring progress
(C) Academic placement and career guidance
(D) Market research and product development

39. Read the following statements and select the correct option.

(A) Bender-Gestalt Test
(B) Luria-Nebraska Neuropsychological Battery
(C) Halstead-Reitan Neuropsychological Battery
(D) Wisconsin Card Sorting Test

19. The Strong Interest Inventory is primarily used in which setting?
(A) Clinical diagnosis of psychopathology
(B) Assessment of neurological deficits
(C) Career guidance and counseling
(D) Selection of employees for managerial roles

20. A Likert scale is best described as a(n):
(A) Bipolar rating scale utilizing various pairs of antonyms or opposite adjectives.
(B) Unipolar rating scale measuring a single concept on a standard numbered continuum.
(C) Comparative scale that forces a choice between two equally desirable career options.
(D) Summated rating scale where respondents indicate their level of agreement with a statement.

21. What is a key advantage of computer-based psychological testing (CBPT)?
(A) It completely eliminates the possibility of cheating during a remote examination.
(B) It is always less expensive to develop and implement than paper-and-pencil tests.
(C) It allows for adaptive testing, where item difficulty is adjusted based on performance.
(D) It removes the need for traditional test standardization and the use of norms.

22. In an organizational setting, aptitude tests are most commonly used for:
(A) Diagnosing mental health issues in the workplace.
(B) Selecting candidates by predicting their future success in a specific job.
(C) Evaluating an employee's current job performance.
(D) Measuring an employee's overall job satisfaction.

23. A counselor uses a personality test to help a client understand their interpersonal style and emotional patterns. This is an application of psychological testing in:
(A) Educational settings
(B) Military selection
(C) Organizational settings
(D) Counseling settings

24. The Semantic Differential scale, developed by Osgood, requires respondents to rate a concept on a series of:
(A) Seven-point bipolar adjective scales
(B) Agreement-disagreement statements
(C) Open-ended questions
(D) Unipolar numeric scales

25. The process of revising test items based on data from a preliminary tryout is a crucial part of:
(A) Test standardization
(B) Norm referencing
(C) Item analysis
(D) Validity generalization

26. Arrange the following steps in test construction in the correct chronological order:
(i) Item Analysis
(ii) Test Standardization
(iii) Item Writing
(iv) Defining the test's purpose
(A) (iv), (iii), (i), (ii)
(B) (iii), (iv), (ii), (i)
(C) (iv), (i), (iii), (ii)
(D) (i), (ii), (iii), (iv)

27. Which of the following is an example of a projective personality test?
(A) Minnesota Multiphasic Personality Inventory (MMPI)
(B) 16 Personality Factor Questionnaire (16PF)
(C) NEO Personality Inventory (NEO-PI-R)
(D) Thematic Apperception Test (TAT)

28. The concept of 'g' factor in intelligence was proposed by:
(A) Louis Thurstone
(B) Charles Spearman
(C) Howard Gardner
(D) Robert Sternberg

29. A test is considered to have high content validity if:
(A) It correlates highly with a future outcome or

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(i) The "digital divide" or unequal computer literacy among test-takers.
(ii) Difficulty in ensuring test security and preventing cheating in unproctored settings.
(iii) The initial cost of developing and implementing the software and hardware.
(iv) The inability to score tests objectively.
(v) The impossibility of creating large item banks.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii)
(B) (iii), (iv), (v)
(C) (i), (iv)
(D) (ii), (v)

88. The process of administering a test to a representative sample of people under uniform conditions for the purpose of establishing norms is called:
(A) Test standardization
(B) Test validation
(C) Test construction
(D) Test piloting

89. "Face validity" refers to:
(A) The correlation between test scores and a facial recognition task.
(B) A rigorous, statistical form of construct validation.
(C) The extent to which a test appears to measure what it is supposed to measure, from the perspective of the test-taker.
(D) The validity of a test when used with diverse ethnic groups.

90. Arrange the following forms of psychological assessment in the order of their typical level of structure, from least structured to most structured.
(i) Rorschach Inkblot Test
(ii) Thematic Apperception Test (TAT)
(iii) Minnesota Multiphasic Personality Inventory (MMPI)
(iv) Wechsler Adult Intelligence Scale (WAIS)
(A) (i), (ii), (iii), (iv)
(B) (iv), (iii), (ii), (i)
(C) (i), (ii), (iv), (iii)
(D) (iii), (iv), (i), (ii)

91. The General Aptitude Test Battery (GATB) is often used by:
(A) Clinical psychologists for diagnosis.
(B) Teachers to measure academic achievement.
(C) Neuropsychologists to assess brain damage.
(D) U.S. Employment Service for vocational counseling and job placement.

92. Cronbach's alpha is a measure of:
(A) The correlation between two different forms of a test.
(B) Internal consistency, reflecting the extent to which test items measure the same construct.
(C) The stability of scores over a period of time.
(D) The degree to which a test predicts a future outcome.

93. A psychologist is asked to develop a test to select candidates for a highly specialized technical role. Which aspect of validity would be of utmost initial importance?
(A) Face validity
(B) Discriminant validity
(C) Content validity
(D) Concurrent validity

94. Read the following statements and select the correct option.
Statement I: The primary purpose of an interest inventory is to measure ability or aptitude.
Statement II: Interest inventories compare an individual's pattern of interests with the interest patterns of individuals in various occupational groups.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

95. In a military context, tests assessing situational judgment and emotional stability are crucial for selecting officers. This is an application aimed at predicting:
(A) Leadership potential and performance under stress
(B) Academic success
(C) Creative thinking abilities
(D) Basic literacy and numeracy

96. Which of the following is an example of a self-report personality inventory?
(A) Rorschach Test

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Statement I: The Kuder Preference Record is an example of an interest inventory.
Statement II: The 16PF is an example of an aptitude test.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

40. What does the term "normative sample" refer to in test standardization?
(A) A large, representative group of individuals whose scores are used to establish norms.
(B) A small group of experts who review the test items for content validity.
(C) The individuals who participate in the initial pilot testing of the items.
(D) The group of test-takers who achieve the highest possible scores.

41. Match the items in List I with those in List II.
List I: (Test)
P. MMPI-2
Q. WAIS-IV
R. DAT
S. TTCT
List II: (Area of Testing)
1. Aptitude
2. Creativity
3. Personality
4. Intelligence
(A) P-4, Q-3, R-1, S-2
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-4, R-2, S-1
(D) P-2, Q-1, R-4, S-3

42. Which of the following is a significant criticism of projective personality tests?
(A) They often have lower reliability and validity compared to objective tests.
(B) They are too structured and limit the respondent's creativity.
(C) They can be scored easily and objectively by a computer.
(D) They are culturally biased in favor of collectivist societies.

43. The "Big Five" model of personality, often assessed by tests like the NEO-PI-R, does NOT include which of the following traits?
(A) Openness to Experience
(B) Conscientiousness
(C) Agreeableness
(D) Psychoticism

44. In computerized adaptive testing (CAT), the selection of the next item presented to the test-taker is typically based on:
(A) A randomly pre-determined sequence.
(B) The test-taker's response to the previous item.
(C) The total time spent on the test so far.
(D) The demographic profile of the test-taker.

45. The correlation between scores on a new test and scores on a well-established, existing test measuring the same construct is evidence for:
(A) Discriminant validity
(B) Predictive validity
(C) Convergent validity
(D) Content validity

46. Consider the following potential applications of psychological testing in business and organizational settings:
(i) Employee selection and placement.
(ii) Identifying training and development needs.
(iii) Assessing team dynamics and organizational climate.
(iv) Clinical diagnosis of employee psychopathology.
(v) Measuring consumer attitudes towards a new product.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii), (v)
(B) (i), (ii), (iv)
(C) (iii), (iv), (v)
(D) (i), (ii), (iii), (iv), (v)

47. A "power test" is characterized by:
(A) Items of increasing difficulty with a generous time limit.
(B) A strict time limit with easy items.
(C) A focus on measuring the speed of task completion.
(D) The use of verbal items only.

48. A test question that asks "Which of the following is NOT a primary color?" is an example of what kind of item format?
(A) Analogy

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(B) Negative stem multiple choice
(C) True-False
(D) Open-ended response

49. An item discrimination index of -0.20 indicates that:
(A) The item is of moderate difficulty.
(B) More low-scorers than high-scorers answered the item correctly.
(C) The item is functioning well and discriminates effectively.
(D) The item is too easy for the entire group.

50. Which of the following best describes "percentile rank"?
(A) The percentage of people in the norm group who scored at or below a raw score.
(B) The percentage of items a person answered correctly on a given examination.
(C) The raw score converted to a scale with a mean of 50 and a standard deviation of 10.
(D) The individual's numerical rank in the norm group, from highest to lowest.

51. The Wechsler scales of intelligence provide a Full-Scale IQ and also scores for major indices such as:
(A) Fluid Intelligence, Crystallized Intelligence, and General Memory.
(B) Linguistic, Logical-Mathematical, and Spatial abilities.
(C) Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed.
(D) Analytical, Creative, and Practical intelligence.

52. In career guidance, what is the primary purpose of administering an interest inventory?
(A) To determine if the client has the necessary aptitude for a certain job.
(B) To identify the client's underlying personality disorders.
(C) To measure the client's current level of academic achievement.
(D) To help match a client's pattern of interests with those of people in various occupations.

53. Identify the correct statement regarding reliability and validity.
(A) A reliable test must be valid.
(B) Reliability and validity are independent concepts.
(C) A valid test must be reliable.
(D) If a test is not reliable, it can still have high predictive validity.

54. The Minnesota Multiphasic Personality Inventory (MMPI) is what type of test?
(A) A projective test of personality
(B) An objective, self-report personality inventory
(C) An aptitude test battery
(D) An intelligence scale for adults

55. In the context of the Semantic Differential scale, the 'Evaluation' dimension typically includes adjective pairs like:
(A) Fast – Slow
(B) Strong – Weak
(C) Large – Small
(D) Good – Bad

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56. The use of assessment centers, which may include in-basket exercises and leaderless group discussions, is a common application of testing in:
(A) Organizational and business settings
(B) Clinical settings
(C) Educational settings
(D) Counseling for marital problems

57. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Item analysis is a critical step in test development.
Reason (R): It helps in identifying and eliminating flawed, non-functional, or biased items before the final version of the test is standardized.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

58. A T-score is a standard score with a mean of _____ and a standard deviation of _____.
(A) 50; 10

(B) 100; 15
(C) 0; 1
(D) 10; 3

59. The Torrance Tests of Creative Thinking (TTCT) measure dimensions such as:
(A) Logic, Reasoning, and Problem Solving
(B) Reading Comprehension and Vocabulary
(C) Neuroticism, Extraversion, and Openness
(D) Fluency, Flexibility, Originality, and Elaboration

60. Arrange the following historical developments in psychological testing in chronological order:
(i) Development of the first Stanford-Binet Intelligence Scale.
(ii) Development of the Army Alpha and Army Beta tests.
(iii) Publication of the first Wechsler-Bellevue Intelligence Scale.
(iv) Initial development of projective testing with the Rorschach inkblots.
(A) (i), (ii), (iv), (iii)
(B) (iv), (i), (ii), (iii)
(C) (i), (iv), (iii), (ii)
(D) (ii), (iii), (i), (iv)

61. What is a primary disadvantage of computer-based testing?
(A) Scoring is slower and less accurate.
(B) It is impossible to use for group administration.
(C) Issues of test security and proctoring in remote settings.
(D) It cannot accommodate adaptive testing formats.

62. When a test is used to forecast performance on a future criterion, such as using college entrance exams to predict first-year GPA, the test is being evaluated for its:
(A) Concurrent validity
(B) Content validity
(C) Construct validity
(D) Predictive validity

63. Consider the following statements regarding the principles of test standardization:
(i) Administration procedures must be identical for all test-takers.
(ii) Scoring rules must be applied consistently.
(iii) The testing environment should be as similar as possible for everyone.
(iv) Norms are optional for a fully standardized test.
(v) Test items should be translated into multiple languages.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii)
(B) (i), (ii), (v)
(C) (ii), (iii), (iv)
(D) (i), (iv), (v)

64. The Luria-Nebraska Neuropsychological Battery (LNNB) is designed to:
(A) Assess an individual's career interests and preferences.
(B) Evaluate a wide range of cognitive functions to identify brain damage.
(C) Measure the "Big Five" personality traits.
(D) Assess divergent thinking and creative potential.

65. A test that aims to measure a student's knowledge of a specific subject, like history or mathematics, is a(n):
(A) Aptitude test
(B) Personality test
(C) Achievement test
(D) Neuropsychological test

66. In item analysis, if the p-value (item difficulty) of a four-option MCQ is 0.25, it means:
(A) The item is very easy.
(B) The item is very difficult.
(C) The item is of ideal difficulty.
(D) Performance on the item is equivalent to random guessing.

67. Which of the following is NOT a typical application of psychological testing in a military setting?
(A) Conducting market research for new military equipment.
(B) Screening applicants for enlistment.
(C) Assigning personnel to specialized roles (e.g., pilot, intelligence).
(D) Identifying soldiers at risk for PTSD.

68. The Stapel scale is considered a:
(A) Bipolar scale with opposite adjectives at each end.

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(B) Unipolar scale with a single adjective and a numeric rating scale.
(C) Summated rating scale assessing agreement with statements.
(D) Forced-choice scale comparing two or more options.

69. Read the following statements and select the correct option.
Statement I: The Rorschach Inkblot Test consists of ten ambiguous inkblots.
Statement II: The interpretation of responses on the Rorschach is highly standardized and objective, leading to high inter-rater reliability.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

70. Match the items in List I with those in List II.
List I: (Concept)
P. Norms
Q. Reliability
R. Validity
S. Item Analysis
List II: (Definition)
1. The consistency or stability of test scores.
2. The process of evaluating individual test items for effectiveness.
3. The frame of reference for interpreting test scores.
4. The extent to which a test measures what it claims to measure.
(A) P-1, Q-3, R-4, S-2
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

71. A test developer finds that their new anxiety scale shows a low correlation with a measure of social desirability. This finding would support the new scale's:
(A) Discriminant validity
(B) Convergent validity
(C) Content validity
(D) Test-retest reliability

72. "In-basket exercises" and "leaderless group discussions" are assessment techniques often used in:
(A) Neuropsychological evaluations
(B) Creativity testing
(C) Elementary school diagnostics
(D) Organizational assessment centers

73. The Differential Aptitude Tests (DAT) are designed to measure:
(A) A single, general factor of intelligence ('g').
(B) Several distinct abilities such as verbal reasoning, numerical ability, and mechanical reasoning.
(C) A person's specific interests in various occupations.
(D) Unconscious conflicts and personality dynamics.

74. A defining feature of a Likert scale is the use of:
(A) Bipolar adjectives
(B) A single unipolar descriptor
(C) A summated (total) score across multiple items
(D) Forced choices between pairs of statements

75. Which of the following correctly pairs a type of test with its primary purpose in a counseling setting?
(A) Achievement Test: To diagnose underlying neurological conditions.
(B) Neuropsychological Test: To measure what a student has learned in a course.
(C) Aptitude Test: To assess current levels of depression and anxiety.
(D) Interest Inventory: To explore potential career and educational paths.

76. Consider the following statements about item writing:
(i) Avoid using negatively stated stems whenever possible.
(ii) Make all distractors clearly incorrect and implausible.
(iii) Ensure the length of the correct answer is not consistently different from distractors.
(iv) Use specific determiners like 'always' and 'never' to make items challenging.
Which of the above statement(s) is/are correct?
(A) (i) and (iii)
(B) (ii) and (iv)
(C) (i), (ii), and (iii)
(D) (i) and (iv)

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77. The Kuder-Richardson formulas (KR-20 and KR-21) are used to estimate:
(A) Internal consistency reliability for dichotomously scored items
(B) Test-retest reliability
(C) Inter-rater reliability
(D) Criterion-related validity

78. The primary purpose of using psychological tests for career guidance is to:
(A) Make a definitive career choice for the client.
(B) Increase self-understanding and facilitate exploration of career options.
(C) Guarantee the client's success in their chosen profession.
(D) Screen out individuals who are not suitable for any professional work.

79. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The interpretation of scores on projective tests like the TAT is often considered more subjective than on tests like the MMPI.
Reason (R): Projective tests lack a standardized scoring key, relying heavily on the clinician's judgment, while objective tests have empirically derived scoring procedures.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

80. What is the most significant difference between an achievement test and an aptitude test?
(A) Achievement tests are group-administered, while aptitude tests are individual.
(B) Achievement tests have low reliability, while aptitude tests have high reliability.
(C) Achievement tests are used in education, while aptitude tests are used in business.
(D) Achievement tests measure past learning, while aptitude tests measure potential for future learning.

81. A test where items are arranged in order of increasing difficulty, and the test is discontinued after a certain number of consecutive failures, is known as a(n):
(A) Speed test
(B) Power test
(C) Adaptive test
(D) Projective test

82. The standard error of measurement (SEM) is most directly related to which psychometric property?
(A) Validity
(B) Reliability
(C) Norms
(D) Item difficulty

83. In clinical psychology, a neuropsychological assessment would be most appropriate for a client presenting with:
(A) Cognitive difficulties following a head injury
(B) Marital conflict
(C) A specific phobia
(D) A mild, situational depression

84. Identify the incorrect pair of test and its classification.
(A) Rorschach Inkblot Test - Projective Test
(B) Wechsler Adult Intelligence Scale - Intelligence Test
(C) Strong Interest Inventory - Aptitude Test
(D) Thematic Apperception Test - Projective Test

85. Which of the following is NOT a form of validity?
(A) Content Validity
(B) Construct Validity
(C) Criterion-Related Validity
(D) Split-Half Validity

86. A test-taker rates the concept "My Job" on a scale anchored by "Stressful" on one end and "Calm" on the other. This is an example of an item from a:
(A) Likert Scale
(B) Stapel Scale
(C) Semantic Differential Scale
(D) Guttman Scale

87. Consider the following potential issues or limitations associated with computer-based psychological testing:

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(A) To ensure that the test items are completely free from any cultural bias.
(B) To determine the absolute difficulty level of each item within the test.
(C) To provide a frame of reference for interpreting an individual's score.
(D) To increase the test's predictive accuracy across all diverse populations.

10. Which of the following are characteristics of test standardization?
(A) Both (B) and (C)
(B) Uniform procedures for administration and scoring
(C) Establishing a normative sample for comparison
(D) Ensuring all items are of equal difficulty

11. An item discrimination index of +0.45 on a test item suggests that:
(A) The item is too difficult for the majority of test-takers to answer correctly.
(B) The item is likely flawed, as low-scorers are performing better than high-scorers.
(C) The item is significantly too easy and should be immediately removed from the test.
(D) The item effectively differentiates between high-scoring and low-scoring individuals.

12. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): A test can be reliable without being valid.
Reason (R): Reliability refers to the consistency of measurement, whereas validity refers to the accuracy of what is being measured.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

13. A school psychologist administers a new reading comprehension test to a group of students and simultaneously collects their current grades in English class to establish the test's validity. This is an example of:
(A) Predictive validity
(B) Content validity
(C) Concurrent validity
(D) Construct validity

14. Which type of norms compares a test-taker's performance to that of others in the same age group?
(A) Grade norms
(B) Percentile norms
(C) Local norms
(D) Age norms

15. Consider the following statements about personality assessment:
(i) Projective tests provide ambiguous stimuli to elicit unconscious thoughts.
(ii) Objective tests typically use a restricted response format, like true/false.
(iii) The MMPI is a prominent example of a projective test.
(iv) The Rorschach Inkblot Test is an objective personality inventory.
Which of the above statement(s) is/are correct?
(A) (i) and (ii) are correct.
(B) (iii) and (iv) are correct.
(C) (i) and (iii) are correct.
(D) (ii) and (iv) are correct.

16. Which of the following is NOT a type of internal consistency reliability?
(A) Split-half reliability
(B) Test-retest reliability
(C) Cronbach's alpha
(D) Kuder-Richardson 20

17. The Flynn effect, observed in the context of intelligence testing, refers to the phenomenon of:
(A) The gradual and steady decline in average IQ scores observed over several generations.
(B) The substantial and long-sustained increase in intelligence test scores over time.
(C) The absolute stability of an individual's IQ score throughout their entire lifespan.
(D) The tendency for IQ scores to become less predictive at very high or very low levels.

18. Which neuropsychological test requires the individual to copy a series of abstract designs and is often used as a screening tool for brain damage?

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(B) 16PF Questionnaire
(C) Thematic Apperception Test
(D) Bender-Gestalt Test

97. An "assessment center" in an organizational context is a:
(A) Location where employees receive clinical therapy.
(B) Computer-based system for screening resumes.
(C) Standardized test of general mental ability.
(D) Method that uses multiple techniques and multiple assessors to evaluate candidates.

98. A raw score on a psychological test is, by itself:
(A) Highly informative and very easy for any layperson to interpret.
(B) Meaningless without a context or frame of reference like norms.
(C) A direct measure of an individual's specific percentile rank.
(D) Always equivalent to the percentage of correct answers provided.

99. The concept that a test's validity may vary across different situations or populations is known as:
(A) Differential validity
(B) Validity shrinkage
(C) Validity generalization
(D) Cross-validation

100. Match the items in List I with those in List II.
List I: (Scale Type)
P. Likert Scale
Q. Semantic Differential Scale
R. Stapel Scale
S. Guttman Scale
List II: (Key Feature)
1. Bipolar adjectives
2. Cumulative items
3. Unipolar rating
4. Summated ratings (agreement)
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-1, R-2, S-3
(C) P-4, Q-1, R-3, S-2
(D) P-3, Q-4, R-1, S-2

101. Which of the following statements about norms is incorrect?
(A) Norms provide a basis for comparing an individual's score with a reference group.
(B) Age norms and grade norms are two common types of developmental norms.
(C) Norms are permanent and do not need to be updated once established.
(D) A normative sample should be representative of the population for which the test is intended.

102. Consider the following techniques in personality assessment:
(i) Rorschach Inkblot Test
(ii) 16 Personality Factor Questionnaire (16PF)
(iii) Thematic Apperception Test (TAT)
(iv) Minnesota Multiphasic Personality Inventory (MMPI)
(v) Sentence Completion Tests
Which of the above are considered 'projective' techniques?
(A) (i), (ii), (iv)
(B) (ii), (iv)
(C) (i), (iii), (v)
(D) (i), (iii), (iv)

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103. The first step in test construction is:
(A) Writing the test items.
(B) Defining the purpose and scope of the test.
(C) Conducting the item analysis.
(D) Establishing the normative sample.

104. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Content validity is particularly important for achievement tests.
Reason (R): Achievement tests are designed to measure the extent to which a person has mastered a specific body of knowledge or skill, so the test items must be a representative sample of that domain.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

105. A researcher develops a new test for 'emotional intelligence'. To establish construct validity, they demonstrate that scores on the test are highly correlated with measures of empathy

(A) Test-retest reliability
(B) Construct validity
(C) Content validity
(D) Internal consistency

180. The primary use of the Thematic Apperception Test (TAT) in a clinical setting is to understand a person's:
(A) Underlying motives, needs, and interpersonal dynamics.
(B) Intellectual capacity and cognitive skills.
(C) Vocational interests and career preferences.
(D) Neurological integrity and brain function.

181. Match the items in List I with those in List II.
List I: (Developer/Theorist)
P. Hermann Rorschach
Q. Charles Spearman
R. Raymond Cattell
S. Lewis Terman
List II: (Associated Test/Concept)
1. 16 Personality Factor Questionnaire (16PF)
2. Stanford-Binet Intelligence Scale
3. 'g' factor of intelligence
4. Inkblot Test
(A) P-4, Q-3, R-1, S-2
(B) P-4, Q-1, R-3, S-2
(C) P-3, Q-4, R-2, S-1
(D) P-1, Q-2, R-4, S-3

182. A major benefit of using objective personality tests like the MMPI over projective tests like the Rorschach is their:
(A) Ability to uncover unconscious conflicts.
(B) Freedom from faking or response biases.
(C) Use of ambiguous stimuli to promote creativity.
(D) Ease of administration and objective scoring.

183. Which statement best describes the relationship between a raw score and a standard score?
(A) A raw score is a type of standard score.
(B) Raw scores and standard scores are completely unrelated.
(C) A standard score is a raw score that has been transformed to have a specific mean and standard deviation.
(D) A raw score indicates the percentage correct, while a standard score indicates the percentile rank.

184. In item analysis, item discrimination refers to the degree to which an item:
(A) Is free from cultural bias.
(B) Differentiates between test-takers who score high and those who score low on the overall test.
(C) Is of an appropriate difficulty level.
(D) Has been correctly translated into other languages.

185. In a counseling setting, psychological tests are primarily used to:
(A) Assign a definitive psychiatric diagnosis.
(B) Determine eligibility for social security benefits.
(C) Screen candidates for employment.
(D) Facilitate client self-understanding and decision-making.

186. Which of the following is a potential ethical issue in psychological testing?
(A) All of the below
(B) Ensuring confidentiality of test results
(C) Using appropriately trained personnel
(D) Obtaining informed consent before testing

187. "Fluid intelligence" refers to:
(A) Acquired knowledge and verbal skills.
(B) Practical knowledge used in everyday situations.
(C) The ability to reason speedily and abstractly, and solve novel problems.
(D) Emotional awareness and regulation.

188. Which of the following represents an incorrect pairing?
(A) Likert Scale - Forced choice
(B) Semantic Differential - Bipolar adjectives
(C) Stapel Scale - Unipolar descriptor
(D) Likert Scale - Summated ratings

189. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Computerized adaptive testing (CAT) offers a more precise measurement of ability than a fixed-length conventional test.
Reason (R): CAT tailors the test to the individual's ability level, focusing items where they provide the most information, thus

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116. Consider the following statements about test validity:
(i) Content validity relates to how well the test content represents the content domain.
(ii) Predictive validity is a type of criterion-related validity.
(iii) Convergent validity is demonstrated when a test correlates with other measures of the same construct.
(iv) A test's validity is a fixed property that does not depend on its intended use.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (iii), and (iv)
(C) (ii) and (iv)
(D) (i), (ii), (iii), and (iv)

117. What is the main objective of item analysis during test construction?
(A) To establish norms for the test.
(B) To determine the test's overall reliability.
(C) To ensure the test has high face validity.
(D) To evaluate the quality and effectiveness of individual test items.

118. The Bender Visual-Motor Gestalt Test is most commonly used as a screening device for:
(A) Neurological impairment
(B) Creativity
(C) Career interests
(D) Personality disorders

119. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): A low correlation between scores on a new measure of creativity and scores on a measure of IQ would provide evidence of discriminant validity.
Reason (R): Discriminant validity is demonstrated when a test shows a lack of correlation with measures of different, unrelated constructs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

120. Which scale asks respondents to rate a concept on a 7-point scale between two opposite adjectives, like 'good-bad' or 'strong-weak'?
(A) Likert Scale
(B) Stapel Scale
(C) Thurstone Scale
(D) Semantic Differential Scale

121. The process of administering a new test to a group of test-takers who also take an established test, and then correlating the scores, is a method for establishing:
(A) Split-half reliability
(B) Concurrent validity
(C) Test-retest reliability
(D) Content validity

122. Which of the following is the most appropriate use of an aptitude test in an educational setting?
(A) To assign final grades for a semester course.
(B) To diagnose specific learning disabilities like dyslexia.
(C) To identify students who might benefit from advanced placement or remedial programs.
(D) To measure a student's overall level of motivation.

123. The 16PF (Sixteen Personality Factor Questionnaire) was developed based on the personality theory of:
(A) Carl Jung
(B) Gordon Allport
(C) Hans Eysenck
(D) Raymond Cattell

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124. Match the items in List I with those in List II.
List I: (Psychometric Term)
P. Test-Retest Reliability
Q. Concurrent Validity
R. Predictive Validity
S. Internal Consistency
List II: (Example)
1. Correlating scores on a new depression scale with a psychiatrist's current diagnostic rating.
2. Using Cronbach's alpha to assess if all items on a self-esteem scale measure the same trait.
3. Giving the same test to a group on January 1st and again on January 15th and correlating the scores.

161. Arrange the following intelligence tests in the chronological order of their first publication/ development.
(i) Wechsler-Bellevue Intelligence Scale
(ii) Army Alpha and Beta tests
(iii) Binet-Simon Scale
(iv) Wechsler Adult Intelligence Scale (WAIS)
(A) (iii), (ii), (i), (iv)
(B) (ii), (iii), (iv), (i)
(C) (iii), (i), (ii), (iv)
(D) (i), (ii), (iii), (iv)

162. A high level of agreement between two psychologists scoring the same set of essay answers would indicate high:
(A) Test-retest reliability
(B) Split-half reliability
(C) Content validity
(D) Inter-rater reliability

163. The principal purpose of neuropsychological tests is to:
(A) Measure an individual's personality traits and emotional functioning.
(B) Determine an individual's vocational interests and aptitudes.
(C) Infer the structural and functional characteristics of the brain by evaluating behavior.
(D) Assess an individual's potential for creative thought.

164. Consider the following statements about test types:
(i) A speed test contains items that are too difficult for anyone to solve.
(ii) A power test has a very strict time limit.
(iii) An objective test has a clear, predetermined scoring key.
(iv) A projective test allows for a free-form, subjective response.
Which of the above statement(s) is/are correct?
(A) (i) and (ii)
(B) (iii) and (iv)
(C) (i) and (iii)
(D) (ii) and (iv)

165. The term 'battery' in 'neuropsychological test battery' implies:
(A) The test is composed of a collection or group of different tests.
(B) The test is electrically powered.
(C) The test is a single, brief screening tool.
(D) The test can only be administered in a group setting.

166. A company uses a test during the hiring process. Six months later, it finds a strong positive correlation between the test scores of new hires and their performance ratings from supervisors. This provides evidence for the test's:
(A) Content validity
(B) Test-retest reliability
(C) Predictive validity
(D) Internal consistency

167. Identify the incorrect statement about the MMPI.
(A) It is primarily used to assess normal personality traits in the general population.
(B) It is a self-report personality inventory.
(C) It includes validity scales to detect unusual response patterns.
(D) It is widely used in clinical settings to aid in diagnosis.

168. If a test is composed of items that are all measuring a single, homogenous construct, it would be expected to have:
(A) Low test-retest reliability.
(B) High parallel forms reliability.
(C) Low inter-rater reliability.
(D) High internal consistency reliability.

169. Read the following statements and select the correct option.
Statement I: Aptitude tests are designed to measure acquired knowledge in a specific domain.
Statement II: Achievement tests are designed to predict a person's capacity to learn a new skill.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

170. Which of the following is the best example of a competency-based question in an organizational setting?
(A) "How would you rate your leadership skills on a scale of 1 to 10?"
(B) "Describe a specific past experience where

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(B) An aptitude test
(C) A projective personality test
(D) A diagnostic test

133. The 'alternate forms' or 'parallel forms' method of estimating reliability involves:
(A) Administering the same test to the same group on two different occasions.
(B) Correlating scores on two halves of the same test.
(C) Correlating scores on two different but equivalent versions of the test.
(D) Having two different examiners score the same test responses.

134. In an educational setting, a diagnostic test is used to:
(A) Predict a student's future academic success.
(B) Measure the overall achievement of a classroom.
(C) Compare a student's performance to a national sample.
(D) Identify specific areas of weakness or learning problems in a student.

135. The Thematic Apperception Test (TAT) requires the test-taker to:
(A) Tell a story about a series of ambiguous pictures of people.
(B) Describe what they see in a series of ambiguous inkblots.
(C) Answer true/false questions about their personal habits.
(D) Complete a series of unfinished sentences.

136. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The use of interest inventories like the Strong Interest Inventory is common in career counseling.
Reason (R): These inventories are designed to definitively tell a person which job they will be most successful in.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

137. Which of the following scenarios describes an application of psychological testing in a clinical setting?
(A) An HR manager uses a personality test to select a sales team.
(B) A school counselor uses an interest inventory to help a student with college choices.
(C) A psychologist administers the MMPI-2 to help clarify a patient's diagnosis.
(D) A military recruiter uses an aptitude battery to assign a recruit to a technical school.

138. The primary difference between a speed test and a power test is the:
(A) Type of validity evidence required.
(B) Use of objective versus subjective scoring.
(C) Requirement for a normative sample.
(D) Importance of the time limit and the difficulty of items.

139. Consider the following components of test construction:
(i) Item writing
(ii) Item analysis
(iii) Test tryout
(iv) Test revision
Which of the above statement(s) is/are correct?
(A) (i) and (ii) only
(B) (i), (ii), and (iii) only
(C) (ii) and (iv) only
(D) (i), (ii), (iii), and (iv) are all components.

140. A low correlation between a test and an external criterion measure indicates:
(A) Low internal consistency
(B) Low criterion-related validity
(C) High test-retest reliability
(D) High content validity

141. The Stapel scale is a modification of the Semantic Differential scale and is characterized by:
(A) Using a series of agreement/disagreement statements.
(B) Being unipolar and measuring intensity on a scale from positive to negative numbers.
(C) Forcing a choice between two equally undesirable options.
(D) Presenting items in a cumulative, hierarchical order.

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(convergent validity) and are not correlated with measures of general intelligence 'g' (discriminant validity). This approach is known as:
(A) The multitrait-multimethod matrix
(B) Factor analysis
(C) Criterion-related validation
(D) Content domain specification

106. A test item with a difficulty index (p-value) of 0.95 would be considered:
(A) Very difficult
(B) Moderately difficult
(C) Very easy
(D) Flawed and unusable

107. The application of psychological testing in counseling differs from its application in clinical psychology primarily in its focus on:
(A) Severe psychopathology and diagnosis versus personal growth and adjustment issues.
(B) Adults versus children.
(C) Group testing versus individual testing.
(D) Aptitude and interest versus personality and intelligence.

108. Which is NOT a benefit of using computer-based testing?
(A) Immediate scoring and feedback
(B) Ability to incorporate multimedia elements
(C) Reduction of human scoring errors
(D) Perfect simulation of real-world social interaction

109. What type of test is the Halstead-Reitan Battery?
(A) An interest inventory
(B) A comprehensive neuropsychological test battery
(C) A projective personality test
(D) A group-administered intelligence test

110. A test that measures an individual's current level of proficiency in a given area is a(n):
(A) Aptitude test
(B) Interest inventory
(C) Achievement test
(D) Projective test

111. Which of the following is a key characteristic of the Likert scale?
(A) Respondents rate a concept on a set of bipolar adjectives.
(B) Respondents are forced to choose between two equally positive statements.
(C) Respondents complete unfinished sentences with the first thing that comes to mind.
(D) Respondents indicate their level of agreement or disagreement with a series of statements.

112. The Flynn Effect has important implications for test standardization, suggesting that:
(A) Norms must be periodically updated to reflect changes in the population's performance.
(B) Tests developed in one culture can be used universally without adaptation.
(C) Test reliability is more important than test validity.
(D) Paper-and-pencil tests are superior to computer-based tests.

113. If a test has excellent test-retest reliability, it means that:
(A) All the items on the test are measuring the same underlying construct.
(B) Scores on the test are stable and consistent over time.
(C) The test accurately predicts a future behavior.
(D) The test covers all aspects of the content domain.

114. The use of psychological tests for screening pilot candidates in the military is an application in which setting?
(A) Educational
(B) Military
(C) Clinical
(D) Counseling

115. A test is considered "culture-fair" if it:
(A) Is designed to minimize bias associated with cultural and linguistic differences.
(B) Is written in multiple languages.
(C) Contains content that is exclusively from one dominant culture.
(D) Is only administered to individuals from the culture in which it was developed.

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(ii) Avoiding double-barreled questions.
(iii) The reading level required of the test-taker.
(iv) Potential for cultural or gender bias.
(v) The format of the item (e.g., MCQ, True/False).
Which of the above statement(s) is/are correct?
(A) (i), (ii), (v) only
(B) (i), (iii), (iv) only
(C) (ii), (iv), (v) only
(D) All (i), (ii), (iii), (iv), and (v) are important.

152. The "split-half" method is used to assess what kind of reliability?
(A) Test-retest reliability
(B) Internal consistency
(C) Inter-rater reliability
(D) Parallel forms reliability

153. A percentile score of 75 on an exam means that the student:
(A) Answered 75% of the examination questions correctly.
(B) Scored 75 points above the statistical mean of the class.
(C) Scored as well as or better than 75% of the individuals in the norm group.
(D) Is in the 75th position when ranked from the top of the class.

154. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): In computerized adaptive testing (CAT), test security can be enhanced compared to fixed-item paper-and-pencil tests.
Reason (R): Because each examinee receives a different, tailored set of questions from a large item bank, it is more difficult for answers to be shared or memorized.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

155. The Rorschach test uses what as stimuli?
(A) Ambiguous pictures of people in various situations.
(B) A series of incomplete sentences.
(C) A list of self-descriptive statements.
(D) A set of symmetrical inkblots.

156. A vocational counselor might use the Kuder Preference Record to:
(A) Identify a client's occupational interests.
(B) Assess a client's cognitive abilities.
(C) Diagnose a client's learning disability.
(D) Measure a client's level of job satisfaction.

157. Which one of these is NOT a type of attitude scale?
(A) Semantic Differential
(B) Thurstone Scale
(C) Likert Scale
(D) Stapel Scale

158. The process of cross-validation in test development is primarily intended to:
(A) Translate the test into another language.
(B) Check the reliability of the test on a new sample to see if the initial validity coefficient "shrinks."
(C) Correlate scores from two halves of the test.
(D) Ensure the test is administered under standardized conditions.

159. Which of the following is an example of applying psychological testing in a military setting?
(A) Using the ASVAB (Armed Services Vocational Aptitude Battery) for recruitment and placement.
(B) Using the Stanford-Binet to assess a child's readiness for school.
(C) Using the TAT to understand a couple's relationship dynamics in therapy.
(D) Using a customer satisfaction survey for a new product launch.

160. Which of the following represents a significant limitation of using interest inventories for career guidance?
(A) They are too difficult for most people to understand.
(B) They have very low test-retest reliability.
(C) They measure what a person wants to do, not what they are capable of doing.
(D) They can only be administered and scored by medical doctors.

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4. Correlating university entrance exam scores with students' graduation GPAs four years later.

(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

125. Which of the following is a primary goal of career guidance testing?
(A) To enhance a client's self-awareness regarding their interests, values, and aptitudes.
(B) To force a client into a specific high-paying job.
(C) To diagnose and treat severe psychopathology.
(D) To provide a definitive prediction of future job satisfaction.

126. Arrange the following steps of a validation study in the correct chronological sequence for establishing predictive validity for a new employee selection test.
(i) Correlate test scores with job performance data.
(ii) Administer the new test to all job applicants.
(iii) Hire applicants without using the test scores.
(iv) Collect job performance data after a set period.
(A) (ii), (iii), (iv), (i)
(B) (iii), (ii), (i), (iv)
(C) (ii), (iv), (iii), (i)
(D) (i), (ii), (iii), (iv)

127. The concept of "crystallized intelligence" in intelligence testing refers to:
(A) The ability to solve novel problems and think flexibly.
(B) The accumulated knowledge, skills, and vocabulary acquired through experience and education.
(C) The speed of information processing.
(D) The ability to perceive relationships among visual patterns.

128. An item on a test has a positive discrimination index. This means:
(A) The item is biased against a particular group.
(B) The item is too difficult for most test-takers.
(C) Individuals who performed well on the test overall tended to answer the item correctly.
(D) Individuals who performed poorly on the test overall tended to answer the item correctly.

129. Read the following statements and select the correct option.
Statement I: Computerized adaptive testing (CAT) can reduce testing time by presenting items targeted at the test-taker's ability level.
Statement II: In CAT, every test-taker receives the exact same set of items in the same order.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

130. The MMPI-2 uses validity scales (e.g., L, F, K scales) for what purpose?
(A) To assess the test-taker's response style and attitude, such as defensiveness or exaggeration.
(B) To measure the test's correlation with external criteria.
(C) To ensure the content of the test is appropriate for the target population.
(D) To determine if the test is reliable over time.

131. Consider the following statements about psychological testing:
(i) A test is a standardized measure of a sample of behavior.
(ii) Test standardization involves uniform procedures for administration and scoring.
(iii) Reliability refers to the consistency of measurement.
(iv) Validity refers to what a test measures and how well it does so.
(v) Norms provide a standard for interpreting scores.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iv) only
(B) (i), (iii), (v) only
(C) (ii), (iii), (iv), (v) only
(D) All (i), (ii), (iii), (iv), and (v) are true.

132. Which type of test would be most suitable for assessing a candidate's ability to learn new skills for a job they have no prior experience in?
(A) An achievement test

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you successfully led a team through a project."
(C) "Do you consider yourself a good leader? (Yes/No)"
(D) "What is the definition of situational leadership?"

171. The "Big Five" personality traits assessed by inventories like the NEO-PI-R are:
(A) Introversion, Sensing, Thinking, Judging
(B) Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism
(C) Cardinal, Central, and Secondary Traits
(D) Psychoticism, Extraversion, Neuroticism

172. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): It is unethical to use a psychological test for a purpose for which it has not been validated.
Reason (R): The validity of a test is specific to the purpose and population for which it was developed, and using it in other contexts can lead to inaccurate and harmful conclusions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

173. The primary contribution of James McKeen Cattell to psychological testing was:
(A) Inventing the first intelligence test.
(B) Developing the first major projective personality test.
(C) Proposing the theory of multiple intelligences.
(D) Coining the term "mental test" and promoting measurement of individual differences.

174. A school psychologist wants to know if a new math test adequately covers the curriculum taught in the 8th grade. The psychologist should be most concerned with:
(A) Predictive validity
(B) Content validity
(C) Test-retest reliability
(D) Construct validity

175. Which one of the following is NOT an area of application for psychological testing?
(A) Education
(B) Counseling
(C) Forensic investigation
(D) Military

176. Consider the following applications of specific test types:
(i) Using an aptitude test to predict success in a pilot training program.
(ii) Using an achievement test to determine if a student has mastered course material.
(iii) Using an interest inventory to help a client explore satisfying career paths.
(iv) Using a neuropsychological test to assess cognitive functioning after a stroke.
(v) Using a Likert scale to measure employee job satisfaction.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iv) only
(B) (i), (iii), (v) only
(C) (ii), (iii), (iv), (v) only
(D) All (i), (ii), (iii), (iv), and (v) are correct.

177. The Spearman-Brown prophecy formula is used in relation to:
(A) Estimating the reliability of a test after its length is changed.
(B) Calculating the predictive validity of a test.
(C) Correcting a correlation coefficient for attenuation.
(D) Determining the factor structure of a test.

178. What does a "norm-referenced test" do?
(A) It compares a test-taker's performance to a predefined standard of mastery.
(B) It compares a test-taker's performance to the performance of a representative group.
(C) It ensures that the test is free of cultural bias.
(D) It measures innate abilities that are not influenced by learning.

179. A test developer finds that scores on a new measure of "Grit" correlate positively with academic achievement and negatively with procrastination. This pattern of correlations helps to establish the test's:

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142. A test developer wants to create two versions of an algebra test that are interchangeable. The developer must be primarily concerned with establishing:
(A) Parallel forms reliability
(B) Test-retest reliability
(C) Split-half reliability
(D) Predictive validity

143. Which of the following represents a correct pairing of a test with its primary application area?
(A) WAIS-IV: Career Interest
(B) Strong Interest Inventory: Neuropsychological Assessment
(C) MMPI-2: Clinical Diagnosis
(D) Bender-Gestalt: Aptitude Measurement

144. In computerized adaptive testing, a test-taker who answers several difficult questions correctly will likely be presented with:
(A) An easier question to build confidence.
(B) A series of very easy questions to establish a baseline.
(C) A warning that they are performing too well.
(D) A question of similar or even greater difficulty.

145. Read the following statements and select the correct option.
Statement I: The semantic differential scale measures the connotative meaning of concepts.
Statement II: The Likert scale typically asks respondents to rate a concept on scales anchored by bipolar adjectives.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

146. A major advantage of individual tests over group tests is that they:
(A) Allow the examiner to observe the test-taker's behavior and establish rapport.
(B) Are quicker and more economical to administer.
(C) Have more objective scoring procedures.
(D) Do not require a trained examiner for administration.

147. A test has high construct validity if:
(A) The test items look appropriate to the test-takers.
(B) There is a strong body of evidence supporting the idea that it measures the intended theoretical attribute.
(C) The test correlates highly with a future performance measure.
(D) The test covers a representative sample of the relevant skill domain.

148. The most significant function of norms is to:
(A) Prove that the test is perfectly reliable.
(B) Eliminate all cultural bias from the test.
(C) Ensure that all items have a difficulty level of 0.50.
(D) Allow for the conversion of raw scores into derived scores for comparison.

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149. In a business setting, a 360-degree feedback instrument, which collects ratings from supervisors, peers, and subordinates, is a form of:
(A) Organizational assessment tool
(B) Aptitude test
(C) Projective test
(D) Neuropsychological assessment

150. Match the items in List I with those in List II.
List I: (Area of Testing)
P. Clinical Setting
Q. Educational Setting
R. Organizational Setting
S. Counseling Setting
List II: (Example Scenario)
1. Using the DAT to help a student explore potential college majors.
2. Using an assessment center to identify managerial potential in employees.
3. Using the WAIS-IV and MMPI-2 to formulate a patient's diagnosis and treatment plan.
4. Using an achievement test to place students into appropriate reading groups.
(A) P-3, Q-4, R-2, S-1
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-1, R-2, S-4
(D) P-2, Q-4, R-1, S-3

151. Consider the following factors during the item writing phase of test construction:
(i) Clarity and conciseness of language.

reducing measurement error.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

190. A test designed to measure an individual's potential is a(n) _____ test, whereas a test designed to measure what an individual has learned is a(n) _____ test.
(A) achievement; aptitude
(B) personality; intelligence
(C) speed; power
(D) aptitude; achievement

191. Consider the following characteristics of a psychological test:
(i) Items are scored objectively.
(ii) Respondents choose from a limited set of options (e.g., True/False, Agree/Disagree).
(iii) Examples include the MMPI and 16PF.
(iv) Interpretation is based on comparison to normative data.
Which category of tests do these characteristics describe?
(A) Projective personality tests
(B) Objective personality tests
(C) Neuropsychological tests
(D) Creativity tests

192. Which of the following is a measure of internal consistency reliability?
(A) Correlating scores from two administrations of the same test.
(B) Calculating Cronbach's alpha.
(C) Correlating scores from two different versions of a test.
(D) Correlating test scores with a behavioral criterion.

193. The primary application of psychological testing in an educational context is for:
(A) Diagnosing severe mental illness in students.
(B) Selecting new teachers and administrative staff.
(C) Making decisions about student placement, achievement, and learning difficulties.
(D) Evaluating the effectiveness of the school's marketing campaigns.

194. Read the following statements and select the correct option.
Statement I: The Bender-Gestalt test is a projective personality test.
Statement II: The Strong Interest Inventory is an aptitude test.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

195. The use of assessment methods like situational judgment tests and in-basket exercises is a hallmark of:
(A) Neuropsychological testing for brain injury.
(B) Projective assessment of personality.
(C) Academic achievement testing in high school.
(D) Organizational assessment centers for leadership selection.

196. The validity of a test is best described as:
(A) The consistency of scores obtained by the same person when retested.
(B) The degree to which a test measures what it purports to measure.
(C) The uniformity of procedures in administering and scoring the test.
(D) The average score obtained by the normative sample.

197. Which of these is NOT one of the three major dimensions of meaning that Osgood's Semantic Differential scale consistently measures?
(A) Evaluation (e.g., good-bad)
(B) Conscientiousness (e.g., careful-careless)
(C) Potency (e.g., strong-weak)
(D) Activity (e.g., fast-slow)

198. An organization wants to promote an employee to a management position. Which of the following testing applications would be most appropriate?
(A) Using an assessment center to evaluate leadership and decision-making skills.
(B) Administering a creativity test to assess innovative thinking.
(C) Administering an achievement test on the history of management.

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(D) Using a clinical diagnostic tool to screen for anxiety.

199. An item has a difficulty index of 0.50 and a high positive discrimination index. This suggests the item is:
(A) Too easy and not useful.
(B) Too difficult and not useful.
(C) A very good item, as it is of medium difficulty and discriminates well.
(D) A flawed item, as low-scorers are doing better on it than high-scorers.

200. Consider the following potential uses of psychological tests in a clinical setting:
(i) To aid in differential diagnosis.
(ii) To plan and evaluate the effectiveness of treatment.
(iii) To assess for cognitive impairment.
(iv) To provide an objective measure of a client's reported symptoms.
(v) To select the most profitable clients for therapy.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (v)
(B) (iii), (iv), (v)
(C) (i), (ii), (iii), (iv)
(D) (i), (v)

201. The concept of a 'g' factor in intelligence implies that:
(A) There are many separate and independent types of intelligence.
(B) An underlying general mental ability influences performance on all cognitive tasks.
(C) Intelligence is primarily determined by environmental factors.
(D) Creativity is the most important aspect of intelligence.

202. Which reliability estimate would be most appropriate for a test designed to measure a trait that is known to fluctuate significantly over short periods, like mood?
(A) Internal consistency reliability.
(B) Test-retest reliability over a six-month interval.
(C) Parallel forms reliability administered two weeks apart.
(D) Inter-rater reliability.

203. A "derived score" on a test is a:
(A) Person's initial, untransformed score.
(B) Score that is calculated by the test-taker themselves.
(C) Score that is guaranteed to be free of measurement error.
(D) Score that has been converted from a raw score to a more interpretable form, like a percentile or T-score.

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204. Match the items in List I with those in List II.
List I: (Term)
P. Aptitude Test
Q. Achievement Test
R. Interest Inventory
S. Personality Test
List II: (Brief Description)
1. Measures acquired knowledge or skill.
2. Measures typical patterns of behavior, thought, and emotion.
3. Measures potential for acquiring a skill.
4. Measures preference for activities and occupations.
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-4, R-3, S-1

205. The primary purpose of a "pilot test" or "tryout" during test construction is to:
(A) Collect data for item analysis.
(B) Establish the final norms for the test.
(C) Determine the final predictive validity of the test.
(D) Market the test to potential users.

206. A key feature of the Stapel Scale is that it:
(A) Uses bipolar adjectives.
(B) Is a summated rating scale.
(C) Is a unipolar rating scale.
(D) Is a cumulative scale.

207. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Neuropsychological tests are used to make inferences about brain function.
Reason (R): Performance on these tests can be linked to the integrity of specific brain regions or cognitive systems, aiding in the assessment of

brain injury or neurodegenerative disease.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

208. The Torrance Tests of Creative Thinking are primarily designed to measure:
(A) Divergent thinking.
(B) General intelligence ('g' factor).
(C) Convergent thinking.
(D) Emotional intelligence.

209. If a test has high criterion-related validity, its scores would:
(A) Be stable over time.
(B) Correlate highly with all other psychological tests.
(C) Reflect a representative sample of the content domain.
(D) Effectively predict performance on an independent, external measure.

210. Which statement accurately distinguishes between aptitude and interest in the context of career guidance?
(A) Aptitude refers to what a person likes to do, while interest refers to what they are good at.
(B) Aptitude refers to a person's potential to succeed, while interest refers to their preference for certain activities.
(C) Aptitude and interest are synonymous terms in career counseling.
(D) Aptitude is measured by projective tests, while interest is measured by objective tests.

211. Which of the following is an example of an objective personality test?
(A) Thematic Apperception Test (TAT)
(B) Rorschach Inkblot Test
(C) NEO Personality Inventory (NEO-PI)
(D) Sentence Completion Blank

212. What is the most significant advantage of computerized adaptive testing (CAT) over traditional fixed-form tests?
(A) It eliminates the need for a human proctor.
(B) It is always free to administer.
(C) It can be taken without any computer skills.
(D) It achieves a similar level of measurement precision with fewer items.

213. Read the following statements and select the correct option.
Statement I: The primary goal of test standardization is to ensure that testing conditions are as similar as possible for all individuals.
Statement II: A test can be considered standardized even if it does not have established norms.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

214. The Differential Aptitude Tests (DAT) battery is most likely to be used in which setting?
(A) Educational and career counseling for high school students.
(B) Clinical diagnosis of psychosis.
(C) Assessment of brain damage in elderly patients.
(D) Marital therapy sessions.

215. Consider the following aspects of test standardization:
(i) Precise instructions for administration.
(ii) A fixed scoring procedure.
(iii) Development of norms from a representative sample.
(iv) Ensuring all test items are easy.
(v) Allowing test-takers to collaborate.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii)
(B) (i), (iv), (v)
(C) (ii), (iii), (iv)
(D) (i), (ii), (v)

216. A high correlation between two halves of a test, corrected using the Spearman-Brown formula, provides evidence of:
(A) Predictive validity
(B) Internal consistency reliability
(C) Content validity
(D) Test-retest reliability

217. Which area of testing would be most relevant for a psychologist trying to understand why a

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254. Based on the source, an item that is answered correctly by a very large proportion of test-takers would be considered to have high:
(A) item discrimination.
(B) item validity.
(C) item ambiguity.
(D) item difficulty.

255. The passage implies that the initial step of item writing is most directly influenced by:
(A) the statistical results from a preliminary item analysis.
(B) the desired number of questions on the final test.
(C) the specific psychological construct and type of test.
(D) the preference of the target test-taking population.

Direction : Please read the following source carefully.

For a psychological test to be scientifically credible and practically useful, it must undergo a rigorous process of standardization. This process is fundamentally anchored in three pillars: reliability, validity, and norms. Reliability refers to the consistency or dependability of the test scores; a reliable test yields similar results across repeated administrations or different forms, assuming the underlying trait has not changed. Validity, on the other hand, is arguably the most crucial attribute, as it concerns the accuracy of the test—specifically, whether it measures what it purports to measure. A test can be reliable without being valid, but it cannot be valid without being reliable. The third pillar, norms, involves administering the test to a large, representative sample to establish a frame of reference for interpreting individual scores. These norms provide a basis for comparing an individual's performance to that of a standardized group, allowing for meaningful interpretation of scores as being average, above average, or below average. Without establishing robust reliability, demonstrating evidence of validity, and developing appropriate norms, a test remains a mere collection of items with no scientific or interpretive value in psychological assessment.

Based on the above source, attempt the following five questions.

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256. Which of the following statements best describes the relationship between reliability and validity as presented in the passage?
(A) A test must be valid in order to be considered reliable.
(B) A test that is not reliable cannot be considered valid.
(C) Reliability and validity are independent concepts with no bearing on one another.
(D) A test that is highly reliable is automatically considered highly valid.

257. The primary function of establishing norms in test standardization is to:
(A) ensure the test is free from cultural bias.
(B) prove that the test measures the construct it claims to measure.
(C) guarantee the consistency of test results over time.
(D) provide a comparative framework for interpreting individual scores.

258. According to the source, what concept refers to the consistency and dependability of test scores?
(A) Reliability
(B) Validity
(C) Norms
(D) Standardization

259. The passage asserts that the most critical attribute of a psychological test, concerning its accuracy, is its:
(A) reliability.
(B) norming sample.
(C) validity.
(D) standardization.

260. An individual's test score can be interpreted as "above average" primarily through the use of:
(A) established norms.
(B) validity coefficients.
(C) reliability estimates.
(D) item analysis data.

Direction : Please read the following source carefully.

Within the broad domain of psychological testing, the assessment of intelligence and creativity represents two distinct yet significant areas. Intelligence testing has a long history and is often associated with measuring cognitive

(C) Share the test results with anyone who asks for them.
(D) Choose tests that are appropriate for the client and the purpose of the assessment.

228. In item analysis, a distractor is considered to be effective if it is:
(A) Chosen by a significant number of high-scoring test-takers.
(B) Chosen by more low-scoring test-takers than high-scoring ones.
(C) Chosen by very few or no test-takers.
(D) Grammatically inconsistent with the item stem.

229. Which of the following is NOT an advantage of computer-based testing?
(A) Control of test-taking time
(B) Immediate scoring
(C) Building rapport with the test taker
(D) Novel item types

230. A test measuring "divergent thinking" would be classified under which area of testing?
(A) Intelligence
(B) Aptitude
(C) Personality
(D) Creativity

231. Consider the following statements about test norms:
(i) Norms represent the performance of a standardization sample.
(ii) They provide a context for interpreting a person's raw score.
(iii) They must be updated periodically due to phenomena like the Flynn effect.
(iv) A percentile rank is a type of norm.
(v) Norms are absolute, universal standards of performance.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (v)
(B) (iii), (iv), (v)
(C) (i), (ii), (iii), (iv)
(D) All are correct.

232. A test that includes a mix of verbal, numerical, and abstract reasoning questions to predict success across a variety of jobs is a(n):
(A) Interest inventory
(B) General aptitude test battery
(C) Diagnostic test
(D) Projective personality test

233. The content validity of an achievement test is best established by:
(A) Correlating scores with future academic performance.
(B) Having experts in the subject matter review the test items.
(C) Administering the test twice and correlating the scores.
(D) Analyzing the internal consistency of the test items.

234. Read the following statements and select the correct option.
Statement I: The Semantic Differential scale is used to measure the connotative meaning of objects, events, and concepts.
Statement II: The Stapel scale is a type of bipolar rating scale.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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235. The Rorschach and the TAT are similar in that both are:
(A) Projective techniques
(B) Objective personality inventories
(C) Aptitude tests
(D) Neuropsychological screening tools

236. The standard deviation is a measure of:
(A) The central tendency of a set of scores.
(B) The correlation between two different variables.
(C) The percentage of people scoring below a certain point.
(D) The variability or dispersion of scores around the mean.

237. In an educational setting, psychological tests can be used for all of the following EXCEPT:
(A) Identifying students with learning disabilities.
(B) Placing students in appropriate instructional groups.
(C) Awarding a legal degree or professional licensure.
(D) Assessing student achievement at the end of

greater satisfaction and success. While personality inventories describe who a person is, interest inventories help clarify what a person enjoys doing, with both being crucial for comprehensive psychological evaluation.

Based on the above source, attempt the following five questions.

266. What is the primary distinction made in the passage between personality inventories and interest inventories?
(A) Personality inventories are used in career guidance, while interest inventories are used in clinical settings.
(B) Personality inventories measure enduring traits, while interest inventories measure patterns of likes and dislikes.
(C) Personality inventories use a structured format, while interest inventories are unstructured.
(D) Personality inventories assess who a person wants to be, while interest inventories assess who a person is.

267. According to the source, the main application of interest inventories is in the field of:
(A) clinical diagnosis.
(B) career guidance.
(C) neuropsychological assessment.
(D) personnel selection.

268. The passage describes personality assessment as the measurement of:
(A) enduring traits and dispositions.
(B) temporary emotional states and moods.
(C) cognitive abilities and aptitudes.
(D) specific interests and vocational preferences.

269. The source suggests that personality inventories and interest inventories are:
(A) interchangeable tools for measuring the same constructs.
(B) competing methods, where only one should be used.
(C) complementary tools that provide different types of information.
(D) outdated methods that have been replaced by other tests.

270. Based on the passage, a structured personality inventory would most likely involve:
(A) an unstructured interview about a person's life.
(B) completing a task that requires creative problem-solving.
(C) a clinician's subjective observation of a person's behavior.
(D) responding to a set of pre-defined statements or questions.

Direction : Please read the following source carefully.

The measurement of attitudes is a specialized area within psychological testing, for which several distinct scaling techniques have been developed. Among the most prominent are the Likert scale, the Semantic Differential scale, and the Staples scale. The Likert scale is perhaps the most widely recognized, presenting a statement and asking respondents to indicate their level of agreement or disagreement, typically on a five- or seven-point continuum (e.g., Strongly Agree to Strongly Disagree). The Semantic Differential scale, developed by Osgood, takes a different approach by asking individuals to rate a concept on a series of bipolar adjective pairs, such as "Good-Bad" or "Strong-Weak." The respondent places a mark on a continuum between the two poles, capturing the connotative meaning of the concept. The Staples scale is a unipolar rating scale designed to measure the direction and intensity of an attitude simultaneously. It typically presents a single adjective or phrase and asks respondents to rate it on a scale ranging from positive to negative values, with a central zero point that is not offered as an option, forcing a choice. Each of these scales provides a structured method for quantifying attitudes, which are otherwise subjective and qualitative, allowing for systematic analysis and comparison.

Based on the above source, attempt the following five questions.

271. Which attitude scale described in the passage requires respondents to rate a concept on a series of bipolar adjective pairs?
(A) Staples scale
(B) Likert scale
(C) Semantic Differential scale
(D) Guttman scale

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facilitate the exploration of options.
(D) Diagnose any underlying personality disorders that may affect work.

248. The Wechsler scales yield a Full Scale IQ (FSIQ). This score is a:
(A) Ratio IQ calculated by mental age divided by chronological age.
(B) Percentile rank.
(C) Raw score representing the total number of correct items.
(D) Deviation IQ with a mean of 100 and a standard deviation of 15.

249. Consider the following applications of psychological testing in organizational and business settings:
(i) Personnel selection and placement.
(ii) Identifying training needs.
(iii) Evaluating program effectiveness.
(iv) Assessing consumer attitudes.
(v) Diagnosing clinical disorders for insurance purposes.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii), (iv)
(B) (i), (iii), (v)
(C) (ii), (iv), (v)
(D) All of the above.

250. Read the following statements and select the correct option.
Statement I: Face validity is a statistical measure of a test's accuracy.
Statement II: Content validity is established by expert judgment on the appropriateness of the test's content.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

Direction : Please read the following source carefully.

The foundation of psychological measurement lies in systematic test construction, a process that begins with meticulous item writing. The nature of the items—be they multiple-choice, true/false, or performance-based tasks—is dictated by the specific psychological construct being measured and the intended type of test. Once an initial pool of items is generated, it is subjected to rigorous item analysis. This crucial statistical procedure evaluates the quality and effectiveness of each individual item. Key metrics in item analysis include item difficulty, which indicates the proportion of test-takers who answer the item correctly, and item discrimination, which measures how well an item differentiates between high-scoring and low-scoring individuals on the test as a whole. Items that are too easy, too difficult, or fail to discriminate effectively are typically revised or discarded. This iterative process of writing and analyzing items is fundamental to creating a refined and psychometrically sound instrument, ensuring that the final test is composed of items that contribute meaningfully to the overall measurement of the target construct. The ultimate goal is to move from a subjective collection of questions to an objective and precise measurement tool.

Based on the above source, attempt the following five questions.

251. According to the passage, what is the primary purpose of item analysis in test construction?
(A) To determine the overall length and duration of the final test.
(B) To evaluate the quality and effectiveness of individual test items.
(C) To establish the appropriate scoring key for the entire test.
(D) To write the initial pool of questions for a new psychological test.

252. The passage suggests that the process of refining a psychological test by revising or discarding items based on statistical evaluation is:
(A) an iterative and continuous cycle.
(B) a one-time, final procedure.
(C) a subjective process based on expert opinion.
(D) a step that is only necessary for performance-based tests.

253. Which concept in item analysis is defined as the measure of how well an item separates high-scoring test-takers from low-scoring ones?
(A) Item construction
(B) Item difficulty
(C) Item discrimination
(D) Item validation

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a unit.

238. What is the primary focus of an interest inventory?
(A) A person's cognitive ability.
(B) A person's likes and dislikes for various activities.
(C) A person's unconscious motives.
(D) A person's past academic achievements.

239. A major challenge in creativity testing is:
(A) The difficulty in establishing clear and universally accepted criteria for what constitutes a creative response.
(B) The lack of computer software to administer such tests.
(C) The fact that creativity is a stable, unchanging trait.
(D) The ease with which participants can fake creative ability.

240. Which of the following identifies a key feature of a specific test type?
(A) Speed Test: Features items of increasing difficulty with no time limit.
(B) Power Test: Features easy items with a strict time limit.
(C) Individual Test: Allows for observation of behavior during testing.
(D) Group Test: Is best for in-depth clinical diagnosis.

241. Match the items in List I with those in List II.
List I: (Scale)
P. Likert Scale
Q. Semantic Differential
R. Stapel Scale
S. Forced-Choice Item
List II: (Response Format)
1. Rating a concept on a 7-point scale between two opposite adjectives.
2. Indicating agreement (e.g., Strongly Agree to Strongly Disagree) with a statement.
3. Choosing between two or more statements (e.g., "I prefer working alone" vs. "I prefer working in a team").
4. Rating a single descriptor on a numbered scale (e.g., +3 to -3).
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

242. In a military context, situational judgment tests (SJTs) are often used to assess:
(A) A recruit's physical fitness.
(B) A candidate's potential leadership and problem-solving skills in realistic scenarios.
(C) A soldier's knowledge of military history.
(D) The presence of severe psychopathology.

243. A correlation of +0.85 between scores on Form A and Form B of a test indicates:
(A) Low validity
(B) High parallel forms reliability
(C) Low internal consistency
(D) A negatively skewed score distribution

244. A psychologist wants to assess a patient's frontal lobe functions, such as planning, inhibition, and set-shifting. A suitable test would be the:
(A) Strong Interest Inventory
(B) Rorschach Inkblot Test
(C) Wisconsin Card Sorting Test (WCST)
(D) Torrance Tests of Creative Thinking

245. Which of the following is NOT a purpose of item analysis?
(A) To establish the overall validity of the test.
(B) To determine the difficulty of an item.
(C) To determine the discriminating power of an item.
(D) To identify flawed distractors.

246. Arrange the following steps in the development of a standardized test in their most logical sequence.
(i) Final test production and publication
(ii) Test conceptualization and item writing
(iii) Test tryout and item analysis
(iv) Test standardization and norm development
(A) (ii), (iv), (iii), (i)
(B) (ii), (iii), (iv), (i)
(C) (iv), (ii), (i), (iii)
(D) (i), (ii), (iii), (iv)

247. The primary goal of using psychological tests for career guidance is to:
(A) Tell the client exactly which job to take.
(B) Measure the client's current job performance.
(C) Increase the client's self-knowledge and

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abilities such as reasoning, problem-solving, and verbal comprehension. These tests typically focus on convergent thinking, which is the ability to derive a single, best answer to a well-defined problem. The results are often used to predict academic success or identify intellectual strengths and weaknesses. In contrast, the assessment of creativity is a relatively newer field that seeks to measure an individual's capacity for divergent thinking—the ability to generate multiple, unique solutions or ideas in response to an open-ended prompt. Creativity tests evaluate aspects like fluency (the number of ideas), flexibility (the variety of ideas), and originality (the uniqueness of ideas). While intelligence is often seen as a measure of what a person knows or can logically deduce, creativity assessment aims to capture the potential for innovation and novel thought. Both areas of testing provide valuable, though different, insights into an individual's cognitive profile and are essential tools in educational and organizational psychology for talent identification and development.

Based on the above source, attempt the following five questions.

261. According to the passage, intelligence tests are most commonly associated with measuring which type of thinking?
(A) Divergent thinking
(B) Creative thinking
(C) Flexible thinking
(D) Convergent thinking

262. Which of the following is described in the source as a key aspect evaluated by creativity tests?
(A) Verbal comprehension
(B) The originality and uniqueness of ideas
(C) Logical reasoning ability
(D) The ability to find a single correct answer

263. The passage distinguishes between intelligence and creativity testing by stating that:
(A) intelligence testing is a newer field than creativity testing.
(B) creativity testing focuses on deriving a single best solution.
(C) creativity testing assesses the ability to generate multiple solutions, while intelligence testing often focuses on one correct answer.
(D) intelligence testing measures divergent thinking, while creativity testing measures convergent thinking.

264. The term "fluency" in the context of creativity assessment, as mentioned in the passage, refers to:
(A) the speed of solving a logical problem.
(B) the uniqueness of the ideas produced.
(C) the clarity of verbal expression.
(D) the number of ideas generated.

265. Based on the source, what is the primary difference in focus between intelligence and creativity assessment?
(A) Intelligence assesses logical deduction, while creativity assesses novel thought.
(B) Intelligence assesses innovation, while creativity assesses established knowledge.
(C) Intelligence is measured in organizations, while creativity is measured in education.
(D) Intelligence relies on fluency, while creativity relies on problem-solving.

Direction : Please read the following source carefully.

Personality assessment is a core area of psychological testing dedicated to measuring the enduring traits, characteristics, and dispositions that constitute an individual's unique character. The approaches to this assessment are varied, but a significant portion relies on structured inventories. These personality inventories typically consist of a series of statements or questions to which individuals respond, indicating the extent to which the item describes them. The responses are then scored to generate a profile across several personality dimensions. The construction of such inventories is a complex process, involving theoretical grounding, careful item writing, and extensive statistical validation to ensure they are reliable and valid measures. Parallel to these inventories, interest inventories serve a complementary but distinct purpose. Rather than measuring personality traits, interest inventories are designed to map an individual's pattern of likes and dislikes concerning various activities, occupations, and subjects. The primary application of interest inventories is in career guidance, where they help align an individual's interests with potential career paths, fostering

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child with normal intelligence is failing to learn to read?
(A) Creativity testing
(B) Neuropsychological testing
(C) Interest inventories
(D) Personality assessment

218. The Wechsler intelligence scales are notable for being among the first to:
(A) Use a deviation IQ based on a normal distribution rather than a ratio IQ.
(B) Be administered entirely by computer.
(C) Focus exclusively on non-verbal performance.
(D) Be designed as a group-administered test.

219. A defining characteristic of a projective test is the:
(A) Use of standardized, multiple-choice questions.
(B) Focus on measuring aptitude and potential.
(C) Presentation of ambiguous stimuli.
(D) Inclusion of validity scales to detect faking.

220. A company wants to assess its current employees' knowledge of new safety regulations. The most appropriate type of test to use would be a(n):
(A) Aptitude test
(B) Personality test
(C) Interest inventory
(D) Achievement test

221. Which type of scale measures attitudes by asking respondents to indicate their level of agreement with a series of statements about a topic?
(A) Semantic Differential Scale
(B) Stapel Scale
(C) Likert Scale
(D) Guttman Scale

222. An HR manager is using a test that has been shown to successfully predict which candidates will become top sales performers. This test has high:
(A) Content validity
(B) Predictive validity
(C) Internal consistency
(D) Face validity

223. What is a primary disadvantage of individual tests like the WAIS?
(A) They are less reliable than group tests.
(B) They provide less qualitative information.
(C) The scoring is entirely subjective.
(D) They are time-consuming and expensive to administer.

224. Which of the following is a key step in the process of test construction?
(A) Item analysis
(B) Marketing the test
(C) Applying for a patent
(D) Publishing the results in a journal

225. The following question consists of two statements—Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): For a test to be valid, it must be reliable.
Reason (R): If a test does not yield consistent and stable scores, it cannot possibly be measuring the intended construct accurately.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

226. Match the items in List I with those in List II.
List I: (Test)
P. MMPI-2
Q. WAIS-IV
R. Strong Interest Inventory
S. Bender-Gestalt Test
List II: (Primary Purpose)
1. Career Exploration
2. Cognitive Ability Assessment
3. Clinical Personality Assessment
4. Visual-Motor Skills & Neurological Screening
(A) P-3, Q-2, R-1, S-4
(B) P-2, Q-3, R-4, S-1
(C) P-3, Q-1, R-2, S-4
(D) P-4, Q-2, R-1, S-3

227. A key ethical responsibility of a psychologist administering a test is to:
(A) Ensure the client achieves a high score.
(B) Use only the most recently published tests, regardless of validation.

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272. A primary characteristic of the Likert scale, as mentioned in the text, is that it measures:
(A) the connotative meaning of a concept.
(B) the level of agreement or disagreement with a statement.
(C) attitude intensity on a unipolar dimension.
(D) a respondent's position between two opposite adjectives.

273. According to the passage, which scale is specifically described as a unipolar rating scale that forces a choice by not offering a neutral zero point?
(A) Semantic Differential scale
(B) Thurstone scale
(C) Likert scale
(D) Staples scale

274. The common purpose of the Likert, Semantic Differential, and Staples scales is to:
(A) provide a structured method for quantifying attitudes.
(B) measure personality traits.
(C) assess cognitive ability.
(D) evaluate interest in different occupations.

275. A researcher wants to measure the connotative meaning of the concept "leadership" using adjective pairs like "Effective-Ineffective" and "Passive-Active." Based on the source, which scale would be most appropriate?
(A) The Staples scale
(B) The Likert scale
(C) The Semantic Differential scale
(D) A general attitude inventory

Direction : Please read the following source carefully.

Psychological testing encompasses specialized instruments designed for distinct diagnostic and predictive purposes, notably neuropsychological tests and aptitude tests. Neuropsychological tests are primarily clinical tools used to assess cognitive functions associated with brain health, such as memory, attention, language, and executive functioning. Their application is crucial in identifying, localizing, and characterizing the cognitive deficits that may result from brain injury, neurological disease, or developmental disorders. By evaluating performance on specific tasks, clinicians can infer the integrity of particular brain regions or neural systems, which aids in diagnosis and rehabilitation planning. In contrast, aptitude tests are fundamentally predictive in nature. They are not designed to measure current knowledge or skills (which is the domain of achievement tests) but rather to estimate an individual's potential for acquiring a specific skill or succeeding in a future endeavor, such as an academic program or a particular occupation. For example, a mechanical reasoning test is an aptitude test used to predict success in engineering fields. While neuropsychological tests look at current functioning to diagnose a potential past or present brain-related issue, aptitude tests look forward to predict future potential and performance in a specific area.

Based on the above source, attempt the following five questions.

276. According to the passage, the primary purpose of a neuropsychological test is to:
(A) assess cognitive functions linked to brain health and integrity.
(B) predict an individual's future success in a specific job.
(C) measure an individual's current level of academic knowledge.
(D) map a person's pattern of likes and dislikes for career guidance.

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277. The fundamental difference highlighted between neuropsychological tests and aptitude tests is that:
(A) neuropsychological tests are predictive, while aptitude tests are diagnostic.
(B) neuropsychological tests assess potential, while aptitude tests assess current functioning.
(C) neuropsychological tests measure interests, while aptitude tests measure cognitive deficits.
(D) neuropsychological tests are diagnostic, while aptitude tests are predictive.

278. An aptitude test, as described in the source, is designed to estimate:
(A) the extent of cognitive impairment from a brain injury.
(B) an individual's potential for future success in a specific domain.
(C) a person's current mastery of a particular

ANSWERS

1. (B) A standardized procedure used to measure a sample of an individual's behavior.
A psychological test represents an objective and standardized measure of a particular behavior sample. It involves systematic procedures where an individual's responses are evaluated according to specific rules. This standardization ensures that the administration and scoring processes remain uniform across different settings. By observing a representative sample of behavior, these tools allow for reliable comparisons and the quantification of various psychological constructs or traits.

2. (A) Aptitude test
Aptitude tests are specifically designed to evaluate an individual's potential or capacity to acquire specific skills or knowledge in the future. Unlike achievement tests, which measure past learning and current proficiency, aptitude assessments focus on innate abilities and readiness for training. They are widely used in educational and vocational settings to predict future performance levels and to guide individuals toward suitable career paths.

3. (C) Raven's Progressive Matrices
Raven's Progressive Matrices is a non-verbal assessment frequently used to measure general intelligence through abstract reasoning tasks. It is designed for group administration, making it a highly efficient tool for evaluating multiple individuals simultaneously. The test requires participants to identify patterns and complete logical sequences within a series of matrices. This format minimizes cultural and linguistic biases, providing a measure of fluid cognitive ability.

4. (A) Both Statement I and Statement II are true.
Power tests are designed to measure the limit of an individual's knowledge or skill by including items of increasing difficulty. These assessments typically provide ample time, ensuring that speed is not a primary factor in performance. Conversely, speed tests contain items of relatively low difficulty that must be completed within a very strict timeframe. This format specifically evaluates the rate at which a person performs tasks.

5. (C) The correct option should be consistently longer or shorter than the distractors.
Effective multiple-choice item construction requires that all options maintain a similar length and grammatical structure to avoid providing unintended clues. When the correct answer is consistently longer or shorter than the distractors, test-takers might identify it based on physical appearance rather than actual knowledge. Maintaining uniformity among all choices ensures that the item accurately measures the intended construct without introducing construct-irrelevant variance into scores.

6. (B) Item difficulty analysis
Item difficulty analysis involves calculating the proportion of individuals who answer a specific test item correctly. This value, often referred to as the p-value, ranges from zero to one. A high p-value indicates an easy item, while a low value suggests a difficult one. This process is essential during test construction for selecting items that provide the most information about different ability levels.

7. (A) P-3, Q-1, R-4, S-2
Reliability measures the consistency of test scores through various methodological approaches. Test-retest reliability involves administering the same instrument twice to evaluate stability over time. Parallel forms reliability compares scores from two equivalent versions of a test. Split-half reliability assesses internal consistency by correlating two halves of a single administration. Inter-rater reliability determines the level of agreement between different observers or scorers evaluating the same performance.

8. (A) Construct validity
Construct validity is the fundamental psychometric property that determines the extent to which a test accurately measures the theoretical trait or psychological attribute it was designed to assess. This process involves

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(D) the complete replacement of all paper-and-pencil formats.

Direction : Please read the following source carefully.

Psychological testing has diverse and critical applications across various professional settings, most notably in clinical and organizational contexts. In clinical settings, psychological tests are indispensable tools for mental health professionals. They are used for diagnostic clarification, helping to differentiate between various psychological disorders. For instance, personality and neuropsychological tests can provide crucial data to support or rule out specific diagnoses. Beyond diagnosis, these tests are vital for treatment planning, as they can identify specific areas of cognitive or emotional difficulty that need to be targeted in therapy. They are also employed to monitor a patient's progress over the course of treatment. In organizational and business settings, the application of psychological testing shifts towards personnel management and development. Aptitude and personality tests are commonly used in the selection process to predict job performance and ensure a good fit between the candidate and the role. Furthermore, they are utilized for leadership development, identifying high-potential employees, and constructing effective teams. Interest inventories and attitude scales may also be used to gauge employee morale and job satisfaction, providing valuable feedback for improving the work environment. The utility of testing in these two domains highlights its flexibility in addressing both individual well-being and organizational effectiveness.

Based on the above source, attempt the following five questions.

286. According to the passage, what is a primary use of psychological testing in a clinical setting?
(A) Predicting future job performance.
(B) Gauging employee morale and satisfaction.
(C) Selecting candidates for leadership development programs.
(D) Aiding in diagnostic clarification and treatment planning.

287. In an organizational context, the passage states that aptitude and personality tests are often used to:
(A) monitor a patient's progress during therapy.
(B) identify the presence of a psychological disorder.
(C) predict job performance and assess person-job fit.
(D) differentiate between various mental health conditions.

288. The use of psychological tests to identify high-potential employees for promotion is an application within which setting?
(A) Clinical
(B) Organizational and business
(C) Educational
(D) Counseling

289. The passage suggests that in a clinical setting, testing can be used for more than just initial diagnosis; it is also valuable for:
(A) improving the overall work environment.
(B) constructing effective corporate teams.
(C) assessing a candidate's fit for a specific role.
(D) monitoring a patient's progress over time.

290. Based on the source, which type of instrument would an organization most likely use to gauge employee morale?
(A) An attitude scale
(B) A neuropsychological test
(C) An aptitude test
(D) An intelligence test

Direction : Please read the following source carefully.

The application of psychological testing is fundamental to the fields of education and counseling, where it serves distinct but often overlapping purposes. In the educational setting, tests are crucial for both identification and evaluation. For example, intelligence and achievement tests can help identify students with learning disabilities or giftedness, enabling schools to provide appropriate academic support or enrichment. Aptitude tests may be used for placement into specialized programs or courses. Furthermore, testing plays a role in the broader evaluation of educational programs, providing data on student outcomes to assess the effectiveness of curricula or teaching methods. In the counseling setting, psychological tests are powerful tools that facilitate client self-

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33. (B) One standard deviation above the mean.
A z-score represents a standard score that indicates how many standard deviations a particular raw score is from the mean of the distribution. In a standard normal distribution, a z-score of plus one signifies that the individual's performance is exactly one standard deviation above the average. This metric allows for direct comparisons between scores obtained from different tests by placing them on a common scale for interpretation.

34. (A) Divergent thinking
Creativity testing primarily focuses on measuring divergent thinking, which is the ability to generate multiple, unique solutions to a single open-ended problem. This contrasts with convergent thinking, which involves finding the single correct answer to a structured question. Dimensions often evaluated in creativity tests include fluency, flexibility, and originality. These assessments aim to identify individuals with high creative potential across various domains, such as the arts or sciences.

35. (A) Both A and R are true and R is the correct explanation of A.
In military organizations, psychological testing is a standard procedure used for both initial recruitment screening and the assignment of personnel to specialized roles. These assessments are critical because they provide objective data to predict a candidate's performance under high-pressure conditions and their ability to function within a structured hierarchy. By matching individuals' traits and abilities with the requirements of specific roles, the military enhances overall operational effectiveness and safety.

36. (D) Item difficulty index (p-value)
The item difficulty index, or p-value, represents the proportion of test-takers who answer an item correctly. When ninety-five percent of individuals provide the right answer, the item has a very high p-value, indicating that it is very easy for that specific group. While such items do not discriminate well among high performers, they can be useful for introductory sections of a test or for specific diagnostic purposes in lower ability ranges.

37. (C) Wisconsin Card Sorting Test
The Wisconsin Card Sorting Test is a neuropsychological instrument specifically designed to evaluate executive functions, including cognitive flexibility and the ability to shift mental sets. It requires individuals to sort cards based on changing rules that they must deduce through feedback. This test is highly sensitive to frontal lobe dysfunction, making it an appropriate choice for assessing brain damage that impacts higher-level cognitive processes like planning and problem-solving.

38. (B) Diagnosis, treatment planning, and monitoring progress
Psychological testing in clinical settings is a fundamental component of the therapeutic process. These tools assist clinicians in making accurate diagnoses, formulating effective treatment plans, and objectively monitoring a patient's progress over time. By providing standardized data on symptoms, personality traits, and cognitive functioning, tests help mental health professionals tailor interventions to the specific needs of each individual and evaluate the overall effectiveness of the clinical care provided.

39. (C) Statement I is true, but Statement II is false.
Interest inventories and aptitude tests serve distinct purposes in psychological assessment. The Kuder Preference Record is a classic example of an interest inventory, which measures an individual's preferences for different types of activities and vocational fields. In contrast, the Sixteen Personality Factor Questionnaire is a comprehensive measure of normal personality traits, not an aptitude test. It evaluates enduring characteristics that describe how a person typically thinks, feels, and behaves.

40. (A) A large, representative group of individuals whose scores are used to establish norms.
A normative sample consists of a large and representative group of individuals whose scores are used to establish the standards for a psychological test. This group must reflect the characteristics of the population for which the test is intended, such as age, gender, and background. The distribution of their scores creates the norms used to interpret the performance of future test-

five questions.

296. According to the passage, what is a primary role of aptitude tests in the military?
(A) To diagnose psychological disorders resulting from combat.
(B) To explore a soldier's interest in different civilian careers.
(C) To measure the effectiveness of leadership training programs.
(D) To place personnel in roles that match their specific skills.

297. In the context of career guidance, the source states that interest inventories are used to:
(A) clarify an individual's vocational passions and preferences.
(B) assess an individual's psychological resilience for a stressful job.
(C) determine a person's potential to succeed in a particular field.
(D) select the best candidates for a military leadership position.

298. The passage highlights that a key function of testing in the military, beyond selection, is to:
(A) guide the development of educational curricula.
(B) assess fitness for duty and identify psychological issues.
(C) help individuals choose a university to attend.
(D) measure overall employee morale within a civilian company.

299. How does the function of aptitude tests differ between military and career guidance settings as described in the passage?
(A) In the military they are for diagnosis, while in career guidance they are for selection.
(B) In the military they are for assignment, while in career guidance they are for exploration of potential.
(C) In the military they are optional, while in career guidance they are mandatory.
(D) In the military they measure interests, while in career guidance they measure personality.

300. Based on the source, a career counselor would combine the results from interest inventories and aptitude tests to:
(A) help a client identify suitable and satisfying career paths.
(B) assign a client to a specific job within a company.
(C) diagnose a client with a work-related anxiety disorder.
(D) determine if a client is fit for military service.

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subject area.
(D) the personality traits relevant to a specific occupation.

279. The passage suggests that a clinician would use a neuropsychological test to:
(A) select candidates for a military training program.
(B) help a student choose a college major based on their interests.
(C) identify cognitive deficits resulting from a neurological disease.
(D) guide an employee's career development based on their potential.

280. The example of a mechanical reasoning test for engineering success illustrates the function of a(n):
(A) neuropsychological test.
(B) achievement test.
(C) personality inventory.
(D) aptitude test.

Direction : Please read the following source carefully.

The evolution of technology has profoundly impacted the field of psychological assessment, leading to the widespread adoption of Computer-Based Psychological Testing (CBPT). This modern approach involves the administration, scoring, and sometimes interpretation of psychological tests via a computer. CBPT offers several distinct advantages over traditional paper-and-pencil methods. One significant benefit is the high degree of standardization in administration; every test-taker receives the exact same instructions, time limits, and presentation of items, minimizing administrator-related variability. Furthermore, computers enable immediate and highly accurate scoring, eliminating the potential for human error and providing rapid feedback. Perhaps the most sophisticated application of CBPT is computer-adaptive testing (CAT), where the test's difficulty is dynamically adjusted based on the test-taker's responses. In a CAT, a correct answer leads to a more difficult subsequent item, while an incorrect answer leads to an easier one. This allows for a more efficient and precise measurement of an individual's ability level using fewer items than a fixed-length test. The transition to CBPT represents a significant shift in the practice of psychological testing, offering enhanced efficiency, precision, and new possibilities for test design and delivery.

Based on the above source, attempt the following five questions.

281. What is described in the passage as a primary advantage of Computer-Based Psychological Testing (CBPT)?
(A) It offers a high degree of standardization in test administration.
(B) It requires fewer qualified administrators to oversee the testing process.
(C) It completely eliminates the need for test-takers to have computer literacy.
(D) It is universally less expensive to develop than paper-and-pencil tests.

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282. The source identifies computer-adaptive testing (CAT) as a form of CBPT where:
(A) the test questions are translated into multiple languages in real-time.
(B) the difficulty of the test adjusts based on the test-taker's performance.
(C) all test-takers receive the same set of questions in a different order.
(D) the test provides a detailed interpretation of the results automatically.

283. According to the passage, how does a computer-adaptive test (CAT) proceed after a test-taker provides an incorrect answer?
(A) It presents a more difficult item.
(B) It presents an easier item.
(C) It terminates the test immediately.
(D) It repeats the same item.

284. The passage suggests that immediate scoring in CBPT contributes to:
(A) increased accuracy and rapid feedback.
(B) reduced test-taker anxiety.
(C) enhanced test validity.
(D) greater item difficulty.

285. The overall shift to CBPT, as described in the source, allows for:
(A) a reduction in the importance of reliability and validity.
(B) the use of psychological tests by untrained individuals.
(C) enhanced efficiency and precision in measurement.

accumulating evidence from multiple sources, including correlations with related measures and factor analysis. Establishing construct validity is crucial for ensuring that the inferences made from test scores are meaningful and theoretically sound.

9. (C) To provide a frame of reference for interpreting an individual's score.
Norms serve as a vital frame of reference for interpreting raw scores obtained on a psychological test. By comparing an individual's performance against the distribution of scores from a representative standardization sample, practitioners can determine the relative standing of that person. This comparative data allows raw numbers to be transformed into meaningful scores, such as percentiles or standard scores, facilitating clearer interpretation.

10. (A) Both (B) and (C)
Test standardization is a dual process that ensures consistency and interpretability in psychological assessment. It involves creating uniform procedures for administering and scoring a test, which minimizes external influences on performance. Additionally, it requires the establishment of norms by administering the test to a large, representative sample. These steps together allow for fair comparisons and the meaningful evaluation of individual scores against a population.

11. (D) The item effectively differentiates between high-scoring and low-scoring individuals.
An item discrimination index of plus zero point four five indicates that the test item effectively distinguishes between high-performing and low-performing individuals. A positive value signifies that those who achieved a high total score on the test were more likely to answer this specific item correctly. This is a desirable characteristic in test construction, as it ensures the item contributes to the overall measurement of the intended construct.

12. (A) Both A and R are true and R is the correct explanation of A.
Reliability and validity are distinct but related psychometric properties. Reliability focuses on the consistency and stability of measurement across different administrations or items. Validity concerns the accuracy and truthfulness of the test in measuring what it claims to measure. While a test must be reliable to be valid, it can produce consistent results without those results being accurate representations of the targeted psychological construct.

13. (C) Concurrent validity
Concurrent validity is a type of criterion-related validity established when a test's scores are correlated with a criterion measure collected at the same time. In this scenario, the school psychologist evaluates the relationship between the new reading test and current English grades. This provides immediate evidence of how well the test measures the intended ability relative to an established indicator of performance within the same timeframe.

14. (D) Age norms
Age norms are a type of developmental norm used to interpret an individual's performance by comparing it to the average performance of others in the same age group. This approach is particularly common in intelligence and achievement testing for children, where skills are expected to change significantly as they grow. By using age as a frame of reference, clinicians can determine if a child is developing at an expected rate.

15. (A) (i) and (ii) are correct.
Projective tests utilize ambiguous stimuli, such as inkblots or pictures, to allow individuals to project their unconscious thoughts and motives onto the material. In contrast, objective personality tests employ structured formats, including true or false questions, to provide a systematic evaluation of traits. Instruments like the MMPI are classified as objective inventories, whereas the Rorschach is a projective technique, highlighting different methodological approaches to assessing personality.

16. (B) Test-retest reliability
Internal consistency reliability measures the degree to which different items within a single test are correlated, indicating they measure the same construct. Methods such as split-half reliability, Cronbach's alpha, and Kuder-Richardson formula twenty assess this internal unity. Conversely, test-retest reliability evaluates

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understanding and decision-making. A counselor might use personality inventories to help a client gain insight into their interpersonal style or emotional patterns. Interest inventories are frequently used to help clients explore career paths that align with their preferences. The goal in counseling is less about diagnosis in a clinical sense and more about fostering personal growth, clarifying goals, and supporting the client in navigating life's challenges. In both education and counseling, the ethical and informed use of test results is paramount to ensure they are used to empower and support individuals.

Based on the above source, attempt the following five questions.

291. In an educational setting, the passage indicates that intelligence and achievement tests are primarily used to:
(A) evaluate the effectiveness of teachers.
(B) select students for athletic teams.
(C) identify students needing special support or enrichment.
(D) assess the overall school budget.

292. What is described as a primary goal of using psychological tests in a counseling setting?
(A) To foster client self-understanding and support decision-making.
(B) To provide a definitive clinical diagnosis of a mental disorder.
(C) To evaluate the effectiveness of an entire educational curriculum.
(D) To place students into appropriate academic programs.

293. According to the source, using test data to assess the effectiveness of a new curriculum is an application of testing within the _____ setting.
(A) counseling
(B) clinical
(C) military
(D) educational

294. The passage suggests that in a counseling context, a personality inventory would most likely be used to:
(A) determine a student's academic aptitude.
(B) help a client gain insight into their interpersonal style.
(C) identify the presence of a neurological disorder.
(D) measure a client's specific vocational skills.

295. A key difference highlighted between the use of tests in education and counseling is that:
(A) education uses aptitude tests, while counseling exclusively uses personality tests.
(B) counseling is concerned with group data, while education is concerned with individuals.
(C) education focuses on placement and evaluation, while counseling focuses on personal growth.
(D) education prohibits the use of interest inventories, while counseling encourages it.

Direction : Please read the following source carefully.

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The strategic application of psychological testing is critically important in high-stakes environments such as the military and in the process of career guidance. Within the military, psychological tests are integral to the personnel lifecycle. They are used extensively for selection, ensuring that recruits possess the necessary cognitive abilities and psychological resilience for service. Aptitude tests play a crucial role in classification and assignment, helping to place personnel in roles that best match their specific skills and potential, from technical specialties to leadership positions. Furthermore, testing is used to assess fitness for duty and to identify psychological issues that may arise from combat stress, thereby guiding mental health interventions. In the domain of career guidance, psychological testing serves a developmental and exploratory function. Career counselors use a combination of instruments, most notably interest inventories and aptitude tests, to help individuals make informed decisions about their professional lives. Interest inventories help clarify a person's vocational passions, while aptitude tests provide an estimate of their potential to succeed in various fields. By integrating results from these tests with a person's values and life circumstances, career guidance professionals can help clients identify suitable and satisfying career paths, facilitating long-term career planning and development.

Based on the above source, attempt the following

25. (C) Item analysis
Item analysis is a critical phase in the test development process where individual test items are evaluated based on data from a preliminary administration. This process involves calculating difficulty levels and discrimination indices to identify items that are too easy, too difficult, or flawed. By revising or eliminating problematic items based on these statistical findings, developers ensure the final version of the test is both reliable and valid.

26. (A) (iv), (iii), (i), (ii)
The logical progression of test construction begins with defining the purpose and scope of the assessment. Once the objectives are clear, the developer proceeds to item writing. These items are then administered to a sample for item analysis, where their statistical properties are evaluated. Finally, the test undergoes standardization, which includes establishing uniform administration procedures and developing norms based on a representative sample for the final version.

27. (D) Thematic Apperception Test (TAT)
The Thematic Apperception Test is a prominent projective personality assessment that presents individuals with a series of ambiguous pictures depicting various social situations. Respondents are asked to create stories about what is happening in the images, what led up to the event, and what the outcome will be. This method is intended to bypass conscious defenses and reveal the individual's underlying motives, needs, and interpersonal dynamics.

28. (B) Charles Spearman
Charles Spearman introduced the concept of the general factor, or g factor, which represents a fundamental mental energy underlying all cognitive performances. According to this theory, while specific abilities exist for different tasks, a singular general intelligence factor influences performance across all cognitive domains. This perspective explains why individuals who perform well on one type of mental test often tend to perform well on others, suggesting a common intellectual core.

29. (C) Its items represent a sample of the content domain to be measured.
Content validity refers to the degree to which the items on a test representatively sample the entire domain of knowledge or skills the test is intended to measure. This is particularly important for achievement tests, where the items must match the curriculum or subject matter. Establishing content validity typically involves having subject matter experts review the items to ensure they comprehensively and accurately cover the relevant material.

30. (D) Stapel Scale
The Stapel scale is a unipolar rating scale used in attitude measurement that features a single adjective placed in the center of a vertical scale. Respondents rate how accurately the adjective describes a concept by selecting a number, typically ranging from positive five to negative five. Unlike the semantic differential, it does not use bipolar adjective pairs, making it easier to administer while still capturing the intensity of an attitude.

31. (B) (i), (ii), (iii), (v)
Psychological testing in schools serves multiple purposes, from evaluating learned knowledge to identifying student needs. Achievement tests measure mastered content, while aptitude tests help identify gifted individuals. Diagnostic tests are essential for pinpointing specific learning disabilities to guide intervention. Interest inventories assist students in career planning. While less common than academic measures, personality assessments can sometimes be used by school psychologists to evaluate social and emotional adjustment within the educational environment.

32. (B) Test-retest reliability
Test-retest reliability evaluates the stability of test scores over time by administering the same instrument to the same group of individuals on two separate occasions. A high correlation between the two sets of scores indicates that the test yields consistent results and is not overly influenced by temporary factors. This type of reliability is essential for measuring traits or abilities that are expected to remain relatively stable throughout the testing interval.

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the stability of scores over time by administering the same test on two different occasions, which focuses on temporal consistency rather than the internal relationship between items.

17. (B) The substantial and long-sustained increase in intelligence test scores over time.
The Flynn effect refers to the substantial and sustained increase in both fluid and crystallized intelligence test scores observed across many parts of the world over the twentieth century. This phenomenon suggests that average IQ scores rise over time, requiring researchers to update test norms periodically. Factors such as improved nutrition, better education, and increased environmental complexity are often cited as potential reasons for these observed gains.

18. (A) Bender-Gestalt Test
The Bender-Gestalt Test is a neuropsychological instrument that requires individuals to copy nine geometric designs. It is primarily used as a screening tool to assess visual-motor maturity and to identify potential brain damage or neurological deficits. Errors in copying, such as rotation or distortion of the shapes, can provide clinicians with important clues regarding the functional integrity of the brain's visual and motor processing systems.

19. (C) Career guidance and counseling
The Strong Interest Inventory is an assessment tool designed to measure an individual's preferences for various activities and occupations. Its primary application is in career guidance and vocational counseling settings. By comparing an individual's interest patterns with those of people successfully employed in different fields, the inventory helps clients identify potential career paths that align with their personal interests and professional values.

20. (D) Summated rating scale where respondents indicate their level of agreement with a statement.
A Likert scale is a widely used summated rating instrument designed to measure attitudes, beliefs, or opinions. Respondents are presented with a series of statements and asked to indicate their level of agreement or disagreement, typically on a five-point or seven-point scale. The individual's total score is derived by summing the responses across all items, providing a quantitative measure of the targeted psychological construct.

21. (C) It allows for adaptive testing, where item difficulty is adjusted based on performance.
A major advantage of computer-based psychological testing is the ability to implement computerized adaptive testing. In this format, the software selects items for the test-taker based on their previous answers. If a person answers correctly, a more difficult item is presented; if they answer incorrectly, an easier one follows. This tailored approach allows for a precise measurement of ability using fewer items than traditional fixed-length tests.

22. (B) Selecting candidates by predicting their future success in a specific job.
In organizational and industrial settings, aptitude tests are utilized to evaluate the potential of job candidates to succeed in specific roles. These tests measure cognitive or physical abilities that are essential for future job performance but may not yet be fully developed through experience. By assessing a candidate's capacity to learn and perform relevant tasks, organizations can make more informed and data-driven hiring decisions.

23. (D) Counseling settings
Counseling settings utilize psychological testing to facilitate client self-understanding and personal growth. When a counselor employs a personality test to help a client explore interpersonal styles and emotional patterns, they are using the instrument as a therapeutic tool. This application differs from clinical diagnosis, as the focus is on enhancing the client's awareness of their own behavior and facilitating informed decision-making regarding their life and relationships.

24. (A) Seven-point bipolar adjective scales
The Semantic Differential scale, developed by Charles Osgood, measures the connotative meaning of concepts or objects. It requires respondents to rate a target item on a series of seven-point scales anchored by bipolar adjective pairs, such as good and bad or strong and weak. This technique allows researchers to quantify the subjective impressions and emotional associations that individuals hold toward various stimuli across different dimensions of meaning.

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takers in a comparative manner across various settings.

41. (B) P-3, Q-4, R-1, S-2
Psychological assessments are categorized based on the specific attributes they measure. The MMPI-2 is a widely used instrument for evaluating clinical personality traits and psychopathology. The WAIS-IV serves as a standard measure of adult intelligence and cognitive functioning. The Differential Aptitude Tests assess specific abilities related to learning potential. Finally, the Torrance Tests of Creative Thinking evaluate dimensions of creativity, such as fluency and originality, which are essential for problem-solving.

42. (A) They often have lower reliability and validity compared to objective tests.
A significant criticism of projective personality tests is their often lower levels of psychometric reliability and validity when compared to objective inventories. Because the stimuli are ambiguous and the responses are open-ended, the scoring process frequently relies on the subjective judgment of the clinician. This can lead to inconsistencies between different scorers and challenges in demonstrating that the test accurately and consistently measures the intended psychological constructs or traits.

43. (D) Psychoticism
The Big Five model of personality identifies five broad dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits are considered universal across different cultures and are widely used to describe human personality structure. Psychoticism is not part of this specific framework; instead, it is a dimension found in Eysenck's three-factor model of personality, which includes extraversion and neuroticism as the other factors that define human behavior.

44. (B) The test-taker's response to the previous item.
In computerized adaptive testing, the selection of each subsequent item is dynamically determined by the test-taker's performance on the preceding questions. If an item is answered correctly, the computer typically presents a more challenging task. Conversely, an incorrect response leads to the presentation of an easier item. This iterative process continues until the individual's ability level is precisely estimated, allowing for a more efficient and personalized assessment experience.

45. (C) Convergent validity
Convergent validity is a subtype of construct validity demonstrated when scores on a new test show a strong positive correlation with scores on an established instrument that measures the same or a highly related construct. This evidence suggests that both tests are indeed tapping into the same underlying theoretical trait. Establishing convergent validity is a crucial step in showing that a new assessment tool is functioning as intended psychometrically.

46. (A) (i), (ii), (iii), (v)
Psychological testing in organizational settings is versatile, supporting personnel selection, placement, and the identification of training needs. These tools also help assess team dynamics and organizational climate, providing data for improving workplace efficiency. Additionally, companies use testing for market research to evaluate consumer attitudes. While clinical diagnosis may occur in specialized health contexts, the primary focus of organizational testing is enhancing performance, placement, and understanding general attitudes within the business environment.

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47. (A) Items of increasing difficulty with a generous time limit.
Power tests are specifically designed to measure an individual's maximum ability or depth of knowledge in a particular area. These assessments typically feature items that progress from easy to extremely challenging. To ensure that the test measures purely the individual's power to solve problems rather than their speed, generous time limits are provided. This allows most test-takers the opportunity to attempt all items regardless of their personal working pace.

48. (B) Negative stem multiple choice
A negative stem multiple-choice item is one where the question or statement includes a word like not, except, or least. This format requires the test-taker to identify the option that does not fit the described category or condition. While useful for checking comprehension of exceptions, such items must be carefully constructed to ensure they

79. (A) Both A and R are true and R is the correct explanation of A.
Projective tests like the Thematic Apperception Test are characterized by ambiguous stimuli and open-ended responses, which inherently require the clinician to use professional judgment during the scoring and interpretation process. In contrast, objective tests like the MMPI utilize structured items and empirically derived scoring keys that leave little room for subjective bias. This fundamental difference in methodology explains why projective tests are often criticized for their subjectivity and potentially lower inter-rater reliability.

80. (D) Achievement tests measure past learning, while aptitude tests measure potential for future learning.
Achievement and aptitude tests differ primarily in their temporal focus and intended purpose. Achievement tests are designed to measure the knowledge and skills an individual has already acquired through formal instruction or experience. Aptitude tests, however, are intended to assess an individual's underlying potential or capacity to learn new skills or succeed in future tasks. While both involve learning, achievement looks back at mastery, while aptitude looks forward at capability.

81. (B) Power test
A power test is characterized by items that are arranged in order of increasing difficulty. The primary goal is to determine the highest level of difficulty a test-taker can master. In many individual power tests, administration is discontinued after the individual fails a specified number of consecutive items, known as a ceiling. This ensures the test efficiently measures the person's maximum capability without requiring them to attempt items that are far beyond their ability.

82. (B) Reliability
The standard error of measurement is a psychometric concept directly derived from the reliability coefficient of a test. It provides an estimate of the amount of error associated with an individual's observed score. A higher reliability coefficient results in a smaller standard error, indicating that the observed score is likely closer to the individual's true score. Clinicians use this value to create confidence intervals around test scores for more accurate interpretation.

83. (A) Cognitive difficulties following a head injury
Neuropsychological assessment is a specialized branch of clinical psychology focused on the relationship between brain function and behavior. It is the most appropriate evaluation for individuals experiencing cognitive difficulties, such as memory loss or attention problems, following a head injury. These tests provide a detailed profile of cognitive strengths and weaknesses, helping to identify the functional impact of brain damage and informing the development of targeted rehabilitation and treatment plans for recovery.

84. (C) Strong Interest Inventory - Aptitude Test
Test classifications categorize instruments based on their primary function. The Strong Interest Inventory is specifically an interest inventory designed for career exploration, not an aptitude test. While aptitude tests measure the potential to acquire skills, interest inventories evaluate preferences for different activities. The other pairings, such as the Rorschach as a projective test and the Wechsler scales as intelligence measures, are accurate reflections of their well-established psychometric classifications and intended clinical applications.

85. (D) Split-Half Validity
Validity refers to the degree to which a test measures what it claims to measure and includes forms such as content, construct, and criterion-related validity. Split-half is actually a method for estimating reliability, specifically internal consistency, by correlating scores from two halves of a single test administration. It does not measure the accuracy or truthfulness of the test's content but rather the consistency of the items within the instrument itself.

86. (C) Semantic Differential Scale
The Semantic Differential scale measures the subjective meaning of a concept by asking respondents to rate it between bipolar adjective pairs. In this example, anchoring the scale with stressful and calm allows for a quantitative assessment of the individual's connotative associations with their job. This technique is highly effective for capturing the emotional and

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plays, to evaluate candidates' behavior in realistic work scenarios. By using multiple trained observers to rate performance across various dimensions, organizations gain a more holistic and predictive understanding of a candidate's potential for success in complex leadership roles.

57. (A) Both A and R are true and R is the correct explanation of A.
Item analysis is an indispensable phase in the professional development of any psychological test. It involves a systematic statistical evaluation of individual items to determine their difficulty and how well they discriminate between different levels of the measured trait. By identifying and removing items that are confusing, biased, or non-functional, developers can significantly enhance the overall reliability and validity of the final standardized version of the instrument.

58. (A) 50; 10
A T-score is a type of standard score widely used in psychological and educational assessment. It is mathematically transformed from a z-score to have a fixed mean of fifty and a standard deviation of ten. This transformation eliminates negative numbers and decimals, making the scores easier for clinicians and test-takers to understand. T-scores allow for clear comparisons of an individual's performance across different tests that may have different raw score ranges.

59. (D) Fluency, Flexibility, Originality, and Elaboration
The Torrance Tests of Creative Thinking evaluate creativity through several key dimensions of divergent thinking. Fluency refers to the total number of relevant ideas generated. Flexibility reflects the variety of different categories those ideas represent. Originality measures the statistical uniqueness of the responses. Elaboration assesses the amount of detail added to the ideas. Together, these dimensions provide a comprehensive quantitative measure of an individual's creative potential and problem-solving abilities.

60. (A) (i), (ii), (iv), (iii)
The history of psychological testing began with the first Binet-Simon scale in nineteen zero five, which was later adapted into the Stanford-Binet. During World War I, the military developed the Army Alpha and Beta for group screening. In the nineteen twenties, projective techniques gained prominence with the Rorschach inkblots. Finally, David Wechsler published the Wechsler-Bellevue in nineteen thirty-nine, introducing a new approach to measuring adult intelligence that deviated from the earlier ratio IQ models.

61. (C) Issues of test security and proctoring in remote settings.
While computer-based testing offers efficiency and immediate results, it presents significant challenges regarding test security, particularly when administered remotely. Ensuring the identity of the test-taker and preventing unauthorized assistance or the use of external resources is difficult without traditional physical proctoring. These security concerns can compromise the integrity of the test scores and the overall validity of the assessment, requiring developers to implement advanced technological solutions for monitoring.

62. (D) Predictive validity
Predictive validity is a type of criterion-related validity that evaluates how well a test's scores can forecast performance on a future measure or outcome. For instance, when college entrance examinations are used to predict a student's subsequent grade point average, the focus is on the test's predictive accuracy. Establishing this relationship is crucial for instruments used in selection and placement, ensuring they provide meaningful information about future success.

63. (A) (i), (ii), (iii)
Test standardization requires strict adherence to uniform procedures to ensure that scores are comparable across different individuals and settings. This involves providing identical administration instructions, applying consistent scoring rules, and maintaining a similar testing environment for every participant. These measures minimize external variables that could unfairly influence performance. While norms are a standard part of most instruments, the core of standardization lies in the consistent application of these methodological procedures.

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64. (B) Evaluate a wide range of cognitive functions to identify brain damage.
The Luria-Nebraska Neuropsychological Battery is a comprehensive clinical tool designed to assess various cognitive and motor functions. It evaluates areas such as memory, language, rhythm, and tactile functions to identify the presence and location of brain damage. By providing a detailed profile of an individual's neuropsychological strengths and weaknesses, the battery assists clinicians in diagnosing neurological disorders and planning appropriate rehabilitation or treatment strategies for patients.

65. (C) Achievement test
Achievement tests are designed to measure an individual's current level of knowledge or proficiency in a specific subject area, such as mathematics, history, or reading. These assessments focus on what has been learned through formal education or training. They are widely used in academic settings to evaluate student progress, assign grades, and determine the effectiveness of instructional programs by comparing performance against established curriculum standards or educational goals.

66. (D) Performance on the item is equivalent to random guessing.
On a four-option multiple-choice item, a p-value of zero point two five indicates that only twenty-five percent of test-takers answered correctly. Because this percentage is exactly what would be expected by random chance alone, it suggests that the item provides no useful information about the individuals' knowledge levels. Such items are typically considered too difficult or poorly constructed, as they fail to differentiate between those who know the material and those who do not.

67. (A) Conducting market research for new military equipment.
Military psychological testing focuses on the selection, placement, and mental health monitoring of personnel. Standard applications include screening recruits for enlistment, assigning individuals to specialized roles based on their aptitudes, and identifying soldiers at risk for stress-related conditions like PTSD. While market research is a valid application of psychological principles in commercial business, it is not a typical function of the clinical and organizational testing protocols used within a military setting.

68. (B) Unipolar scale with a single adjective and a numeric rating scale.
The Stapel scale is a unipolar attitude rating scale that features a single adjective instead of two bipolar opposites. Respondents indicate how accurately the adjective describes a concept by choosing a number on a scale, often ranging from positive five to negative five. This format simplifies the task for respondents while still allowing for a measure of both the direction and the intensity of their attitudes toward the target stimuli.

69. (C) Statement I is true, but Statement II is false.
The Rorschach Inkblot Test consists of ten standardized inkblots used to elicit unconscious responses. However, despite the existence of standardized systems like the Exner Comprehensive System, the interpretation of these responses remains more subjective than that of objective personality tests. This inherent subjectivity often leads to lower inter-rater reliability and ongoing debates regarding the test's psychometric validity. Therefore, while the stimuli are fixed, the scoring and interpretation processes are not perfectly objective.

70. (C) P-3, Q-1, R-4, S-2
Psychometric terms define the essential qualities of a psychological test. Norms provide the frame of reference for interpreting scores. Reliability refers to the consistency and stability of those scores over time or across different versions. Validity represents the degree to which the test accurately measures what it claims to measure. Item analysis is the specific process of evaluating the effectiveness and quality of individual test questions during the development of an instrument.

71. (A) Discriminant validity
Discriminant validity is demonstrated when a test shows a low correlation with measures of constructs that are theoretically unrelated to it. In this example, finding that an anxiety scale does not correlate with social desirability suggests that the scale is indeed measuring anxiety rather than the test-taker's tendency to give favorable

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answers. This type of evidence is essential for ensuring that a test is uniquely capturing its intended psychological construct.

72. (D) Organizational assessment centers
Organizational assessment centers utilize various behavioral simulation techniques to evaluate the potential of job candidates or employees for management roles. Key methods include in-basket exercises, where participants handle hypothetical workplace tasks, and leaderless group discussions, where they solve problems collaboratively. These techniques allow trained assessors to observe and rate specific competencies, such as leadership, communication, and decision-making, in a standardized and realistic environment that mimics actual professional challenges.

73. (B) Several distinct abilities such as verbal reasoning, numerical ability, and mechanical reasoning.
The Differential Aptitude Tests are a battery of assessments designed to measure an individual's potential across several independent cognitive domains. Rather than providing a single intelligence score, the DAT evaluates specific abilities such as verbal reasoning, numerical ability, abstract reasoning, and mechanical reasoning. This profile of scores is highly useful in educational and vocational counseling, as it helps individuals understand their specific strengths and weaknesses relative to different career paths.

74. (C) A summated (total) score across multiple items
A defining feature of the Likert scale is that it is a summated rating scale. This means that a person's overall attitude or trait score is calculated by adding up their responses across all the items in the instrument. By combining multiple items that address different aspects of the same construct, the scale provides a more reliable and comprehensive measure than any single item could offer on its own.

75. (D) Interest Inventory: To explore potential career and educational paths.
In counseling settings, psychological tests are matched to specific therapeutic goals. An interest inventory is particularly appropriate for helping clients explore potential career and educational paths by identifying their preferences for various activities. Unlike achievement tests that measure past learning or aptitude tests that assess potential, interest inventories focus on what an individual enjoys. This facilitates self-discovery and helps the client make informed decisions about their professional future and personal satisfaction.

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76. (A) (i) and (iii)
Effective item writing involves clear principles to ensure test items are fair and accurate. It is recommended to avoid negatively stated stems because they can be confusing for test-takers. Additionally, the length of the correct answer should not be consistently different from the distractors, as this provides unintended clues. Distractors must be plausible to attract uninformed individuals, and using determiners like always or never should be avoided to prevent test-wise guessing.

77. (A) Internal consistency reliability for dichotomously scored items
The Kuder-Richardson formulas, specifically KR-twenty and KR-twenty-one, are psychometric tools used to estimate the internal consistency reliability of a test. These formulas are specifically designed for instruments where items are scored dichotomously, such as right or wrong or yes or no. They provide a measure of the degree to which all items on the test are measuring the same construct, similar to how Cronbach's alpha functions for scales with multiple response options.

78. (B) Increase self-understanding and facilitate exploration of career options.
The primary goal of using psychological tests in career guidance is to provide clients with objective data about their interests, aptitudes, and personality traits. This information is intended to enhance self-understanding and facilitate the exploration of various vocational options. Rather than making a definitive choice for the individual, the counselor uses test results to help the client make more informed and personally meaningful decisions about their own career trajectory and professional development.

are clear and do not unnecessarily confuse the individual through the use of double negatives.

49. (B) More low-scorers than high-scorers answered the item correctly.
An item discrimination index of negative zero point two zero indicates that the item is functioning poorly. This negative value means that individuals who performed poorly on the overall test were more likely to answer this specific item correctly than those who performed well. This often suggests that the item is flawed, ambiguous, or miskeyed, as it fails to differentiate between high and low ability levels in the expected direction.

50. (A) The percentage of people in the norm group who scored at or below a raw score.
Percentile rank is a normative score that indicates the percentage of individuals in the standardization group who scored at or below a specific raw score. For example, a percentile rank of seventy-five means that the individual performed as well as or better than seventy-five percent of the norm group. This type of score is highly effective for communicating an individual's relative standing within a population across various settings.

51. (C) Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed.
The modern Wechsler intelligence scales are structured to provide a comprehensive profile of cognitive abilities beyond a single IQ score. They evaluate four major indices: verbal comprehension, perceptual reasoning, working memory, and processing speed. This multi-dimensional approach allows clinicians to identify specific cognitive strengths and weaknesses in an individual. By analyzing these index scores, practitioners can gain a deeper understanding of how a person processes different types of information.

52. (D) To help match a client's pattern of interests with those of people in various occupations.
In career guidance, the primary objective of using an interest inventory is to explore how a client's personal preferences align with different vocational paths. These instruments compare the individual's pattern of likes and dislikes with those of people already established in various careers. By identifying areas of high congruence, the inventory helps facilitate self-discovery and provides a structured starting point for exploring potentially satisfying and sustainable career options.

53. (C) A valid test must be reliable.
The relationship between reliability and validity is hierarchical in nature. For a test to be valid, meaning it accurately measures what it is supposed to measure, it must first be reliable and yield consistent results. However, reliability alone does not guarantee validity; an instrument can produce consistent scores that are entirely inaccurate for the intended purpose. Thus, reliability is a necessary but not sufficient condition for establishing the validity of a test.

54. (B) An objective, self-report personality inventory
The Minnesota Multiphasic Personality Inventory is an objective, self-report instrument used to assess personality traits and psychopathology. It consists of hundreds of true or false statements that respondents use to describe themselves. Because it uses a standardized scoring key and has empirically derived scales, it is considered an objective measure. It is widely utilized in clinical and forensic settings to aid in diagnosis and the evaluation of psychological functioning.

55. (D) Good – Bad
Within Osgood's Semantic Differential scale, the evaluation dimension is the most significant factor for measuring attitudes. This dimension typically utilizes bipolar adjective pairs such as good and bad, valuable and worthless, or pleasant and unpleasant. These scales capture the respondent's overall positive or negative appraisal of a concept. Quantifying this evaluative component allows researchers to compare attitudes toward different stimuli using a standardized and statistically reliable method of measurement.

56. (A) Organizational and business settings
Assessment centers are a comprehensive method used primarily in organizational settings for personnel selection and management development. These centers employ multiple assessment techniques, including in-basket exercises, leaderless group discussions, and role-

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evaluative dimensions of attitudes that might not be easily expressed through simple agreement or disagreement statements.

87. (A) (i), (ii), (iii)
Computer-based testing presents several practical challenges despite its many advantages. The digital divide refers to potential bias caused by unequal access to technology or varying levels of computer literacy among test-takers. Security is another major concern, as preventing cheating in unproctored remote environments is difficult. Furthermore, the initial investment required for specialized software and infrastructure can be high. However, computers are excellent at objective scoring and maintaining very large item banks.

88. (A) Test standardization
Test standardization is the process of creating uniform conditions for administering and scoring an instrument. A critical component of this process is the development of norms, which involves administering the test to a large, representative sample of the target population. This ensures that every test-taker is evaluated under the same conditions and that their scores can be meaningfully compared against a standardized frame of reference for accurate interpretation.

89. (C) The extent to which a test appears to measure what it is supposed to measure, from the perspective of the test-taker.
Face validity is a subjective judgment of whether a test looks appropriate and relevant to those taking or administering it. While not a formal statistical measure of validity, it is important for maintaining test-taker motivation and acceptance. If a test lacks face validity, participants may not take it seriously, which can negatively impact the reliability of the results. However, a test can have high face validity while lacking true scientific validity.

90. (A) (i), (ii), (iii), (iv)
Psychological assessments vary significantly in their level of structure and response format. Projective tests like the Rorschach Inkblot Test provide the least structure, using highly ambiguous stimuli. The Thematic Apperception Test offers slightly more structure with recognizable images. Objective inventories like the MMPI use a highly structured true or false format. Intelligence scales like the WAIS are the most structured, involving specific tasks and rigid administration rules for every single item.

91. (D) U.S. Employment Service for vocational counseling and job placement.
The General Aptitude Test Battery is a comprehensive tool developed by the United States Employment Service. It is widely used for vocational counseling and assisting individuals with job placement by measuring a variety of aptitudes, such as general learning ability, verbal aptitude, and motor coordination. By matching an individual's aptitude profile with the requirements of various occupations, the GATB helps facilitate more effective and satisfying career transitions and employment decisions.

92. (B) Internal consistency, reflecting the extent to which test items measure the same construct.
Cronbach's alpha is a widely used statistical measure of internal consistency reliability. It calculates the average correlation among all items on a test to determine the degree to which they are measuring the same underlying construct. A high alpha value indicates that the items are closely related and that the test is a unified measure. This is essential for ensuring that the total score accurately reflects the specific psychological trait being assessed.

93. (C) Content validity
When developing a test for a highly specialized technical role, establishing content validity is the most critical initial step. This involves ensuring that the test items accurately and representatively sample the specific knowledge and skills required for successful job performance. Developers typically work with subject matter experts to identify these key competencies and verify that the assessment comprehensively covers the relevant technical domain, ensuring the test is a fair measure of expertise.

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94. (C) Statement I is false, but Statement II is true.
Interest inventories and aptitude tests have distinct goals in psychological assessment. Interest inventories are not designed to measure ability or potential; instead, they focus on identifying an individual's preferences for

a wide range of functions, including sensory-motor skills, attention, language, and abstract reasoning. This battery is a standard tool in clinical neuropsychology for identifying brain damage, determining its functional consequences, and localizing lesions. By providing a detailed cognitive and motor profile, it assists in the diagnosis of various neurological conditions and the planning of patient rehabilitation.

110. (C) Achievement test
An achievement test is designed to measure an individual's current level of proficiency or mastery in a specific area of knowledge or skill. These tests evaluate what has been learned through formal instruction or experience up to the present moment. They are common in educational and professional settings to assess progress, certify competence, and ensure that individuals have met the required standards for a particular level of training or for professional practice.

111. (D) Respondents indicate their level of agreement or disagreement with a series of statements.
A key characteristic of the Likert scale is that it presents respondents with a series of statements and asks them to indicate their level of agreement or disagreement. This is typically done on a standard numbered scale, such as from strongly disagree to strongly agree. This format allows researchers to quantify attitudes and opinions in a standardized way. The responses are then summed or averaged to provide an overall measure of the construct being assessed.

112. (A) Norms must be periodically updated to reflect changes in the population's performance.
The Flynn effect highlights the fact that average scores on intelligence tests have steadily increased over several decades. This discovery has important implications for test standardization, as it means that norms established years ago may no longer accurately reflect the performance of the current population. To ensure that tests remain valid and that scores are interpreted correctly, developers must periodically re-standardize their instruments by collecting data from a new, contemporary normative sample.

113. (B) Scores on the test are stable and consistent over time.
High test-retest reliability means that a test produces consistent and stable scores when it is administered to the same group of people on two different occasions. This indicates that the instrument is not overly sensitive to temporary changes in the test-takers or the environment. Such stability is essential for measuring enduring traits, such as intelligence or personality, where we expect an individual's relative standing to remain similar over short to moderate intervals of time.

114. (B) Military
Using psychological tests to screen pilot candidates is a classic application of testing in a military setting. These assessments evaluate aptitudes, spatial abilities, and personality traits that are critical for success in demanding military roles. By selecting individuals who have the highest potential to handle the stresses and technical requirements of flight, the military can improve training efficiency and enhance operational safety. This targeted use of testing ensures that personnel are matched to roles where they can perform effectively.

115. (A) Is designed to minimize bias associated with cultural and linguistic differences.
A culture-fair test is designed to assess cognitive abilities while minimizing the influence of cultural background, language, and educational experiences. These tests often use non-verbal stimuli, such as geometric patterns or abstract reasoning tasks, instead of language-based items. The goal is to provide a more equitable measure of intelligence or aptitude for individuals from diverse cultural groups. While no test is perfectly free of culture, these instruments aim to reduce systemic bias in assessment.

116. (A) (i), (ii), and (iii)
Content validity evaluates how well test items represent the entire subject matter domain. Predictive validity is a specific type of criterion-related validity used to forecast future outcomes. Convergent validity is demonstrated when a test correlates strongly with other measures of the same construct. Contrary to being a fixed property, the validity of a test depends entirely on the specific purpose and population for which

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102. (C) (i), (iii), (v)
Projective techniques are personality assessment tools that present individuals with ambiguous stimuli, allowing them to project their unconscious thoughts, feelings, and motives. Classic examples include the Rorschach Inkblot Test, the Thematic Apperception Test, and sentence completion tests. In contrast, instruments like the MMPI and the 16PF are objective inventories that use structured items and fixed response options. Projective methods are valued for their ability to bypass conscious defenses and provide qualitative depth.

103. (B) Defining the purpose and scope of the test.
The initial and most fundamental step in test construction is clearly defining the purpose and scope of the instrument. This involves identifying exactly what construct or skill is being measured and for what population the test is intended. Without a well-defined objective, the subsequent stages of item writing, analysis, and standardization will lack direction. This foundation ensures that the final test is a valid and useful tool for its specific intended application.

104. (A) Both A and R are true and R is the correct explanation of A.
Content validity is of paramount importance for achievement tests because these instruments are designed to measure mastery of a specific body of knowledge. To be valid, the test items must representatively sample the entire curriculum or domain being assessed. If the items are not a fair representation of the subject matter, the test cannot accurately reflect the individual's level of achievement. Therefore, expert judgment is used to ensure the content is comprehensive and appropriate.

105. (A) The multitrait-multimethod matrix
The multitrait-multimethod matrix is a sophisticated approach for establishing construct validity. It involves measuring multiple traits using multiple different methods and analyzing the resulting correlations. By demonstrating high correlations between different measures of the same trait (convergent validity) and low correlations between measures of different traits using the same method (discriminant validity), researchers can provide strong evidence that their test is accurately and uniquely capturing the intended psychological construct or attribute.

106. (C) Very easy
An item difficulty index, or p-value, of zero point nine five means that ninety-five percent of the test-takers answered the item correctly. This indicates that the item is very easy for the group being tested. While such items do not help differentiate among individuals of high ability, they are often included at the beginning of a test to build confidence or used in specific screening tools to identify individuals with significant deficits or impairments.

107. (A) Severe psychopathology and diagnosis versus personal growth and adjustment issues.
While both fields use psychological tests, clinical psychology and counseling focus on different aspects of human functioning. Clinical psychology often uses testing to diagnose and treat severe psychopathology and mental illness. In contrast, the application of testing in counseling primarily emphasizes personal growth, career development, and adjustment issues. Counselors use these tools to enhance self-understanding and facilitate life transitions, whereas clinical psychologists use them to clarify complex diagnostic questions and guide intense therapeutic interventions.

108. (D) Perfect simulation of real-world social interaction
Computer-based testing offers significant benefits, such as immediate scoring, multimedia integration, and the reduction of human error. However, it cannot perfectly simulate the nuances of real-world social interaction. While virtual simulations are becoming more advanced, they still lack the spontaneous and complex interpersonal dynamics found in face-to-face encounters. Therefore, for assessing social skills and rapport, traditional observational methods and individual administration by a trained professional remain essential components of a comprehensive psychological evaluation.

109. (B) A comprehensive neuropsychological test battery
The Halstead-Reitan Neuropsychological Battery is a highly comprehensive set of tests used to evaluate brain-behavior relationships. It assesses

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different activities and occupations. They achieve this by comparing the person's pattern of likes and dislikes with those of individuals successfully working in various fields. This comparison helps clients identify career paths that are likely to be personally satisfying rather than predicting performance.

95. (A) Leadership potential and performance under stress
In military officer selection, situational judgment tests and measures of emotional stability are utilized to identify individuals who can effectively lead others and make sound decisions in high-pressure environments. These tests simulate complex challenges to evaluate a candidate's typical behavioral responses and resilience. By assessing these traits, the military can predict which individuals are most likely to succeed in leadership roles and maintain operational effectiveness during stressful or ambiguous situations.

96. (B) 16PF Questionnaire
The Sixteen Personality Factor Questionnaire is a prominent example of a self-report personality inventory. It uses a structured format where individuals answer questions about their own typical behaviors and attitudes. Unlike projective tests like the Rorschach or TAT, which use ambiguous stimuli, or neuropsychological tools like the Bender-Gestalt, the 16PF provides an objective measure of normal personality traits. It is widely used in clinical, educational, and organizational settings for personality assessment.

97. (D) Method that uses multiple techniques and multiple assessors to evaluate candidates.
An assessment center is not a single test but a comprehensive evaluation process used primarily in organizational settings. It involves the use of multiple assessment techniques, such as simulations, interviews, and group exercises, to measure various competencies. Furthermore, multiple trained assessors observe and rate the candidates' performance. This multi-method, multi-rater approach provides a more holistic and accurate prediction of a candidate's future job performance and leadership potential in complex roles.

98. (B) Meaningless without a context or frame of reference like norms.
A raw score on a psychological test simply represents the initial count of correct responses or points earned. Without additional context, this number provides no information about how the individual performed relative to others or what the score signifies in terms of the measured trait. To become meaningful, raw scores must be transformed into derived scores, such as percentiles or standard scores, using norms established from a representative standardization sample.

99. (A) Differential validity
Differential validity refers to the phenomenon where a test's predictive accuracy or validity coefficient varies significantly across different subgroups of a population, such as those defined by gender, race, or culture. This concept is critical in psychological testing as it highlights the need to ensure that an instrument is fair and accurate for everyone who takes it. If a test is valid for one group but not another, its use may lead to biased outcomes.

100. (C) P-4, Q-1, R-3, S-2
Different attitude scales utilize unique response formats to measure psychological constructs. The Likert scale uses summated ratings of agreement. The Semantic Differential features bipolar adjective pairs to capture connotative meaning. The Stapel scale employs a unipolar rating system with a single descriptor. The Guttman scale is a cumulative instrument where items are ordered by difficulty or intensity, meaning that agreeing with a high-level item implies agreement with all lower-level items in the sequence.

101. (C) Norms are permanent and do not need to be updated once established.
Norms provide the essential frame of reference for interpreting test scores, but they are not permanent. Because populations change over time due to social, educational, and environmental factors, norms must be periodically updated to remain accurate. For example, the Flynn effect has shown that average intelligence scores rise over generations, making old norms obsolete. Ensuring that norms are current is a critical responsibility of test developers to maintain the validity of score interpretations.

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the instrument is used. Accurate interpretation requires evidence from multiple validation sources.

117. (D) To evaluate the quality and effectiveness of individual test items.
The main objective of item analysis is to evaluate the quality and effectiveness of each individual question within a test during its development. This process involves calculating statistics such as the item difficulty index and the item discrimination index. By identifying items that are too easy, too difficult, or fail to differentiate between high and low ability levels, developers can refine the instrument. This ensures that the final version consists of high-quality items that contribute to reliability.

118. (A) Neurological impairment
The Bender Visual-Motor Gestalt Test is widely used in clinical and neuropsychological settings as a screening device for neurological impairment. By having individuals copy geometric designs, clinicians can observe signs of brain damage, such as significant distortions, rotations, or omissions. While it is often used with other assessments, its primary function is to identify potential deficits in visual-motor coordination and perception that may be indicative of underlying brain dysfunction or neurodevelopmental delays in both children and adults.

119. (A) Both A and R are true and R is the correct explanation of A.
Discriminant validity is an essential component of construct validity, demonstrated when a test does not correlate strongly with measures of constructs that are theoretically different. For example, a new creativity test should not be highly correlated with a standard IQ test if creativity is intended to be a distinct attribute. Showing this lack of association confirms that the test is uniquely capturing its intended psychological construct rather than simply measuring a more general or unrelated ability.

120. (D) Semantic Differential Scale
The semantic differential scale, developed by Charles Osgood, uses a seven-point rating system to measure the connotative meaning of concepts. Respondents rate a target concept between pairs of opposite, bipolar adjectives such as good and bad or strong and weak. This technique is highly effective for capturing the emotional and evaluative dimensions of attitudes. By using standardized adjective pairs, researchers can compare individuals' subjective impressions of different stimuli across several important dimensions of psychological meaning.

121. (B) Concurrent validity
Concurrent validity is established by correlating scores on a new test with scores on an established, well-validated criterion measure administered at approximately the same time. This process provides immediate evidence of how well the new instrument measures the targeted construct compared to an existing standard. This is particularly useful for validating new clinical scales or achievement tests by showing they yield results consistent with current indicators of performance or diagnostic status in a specific population.

122. (C) To identify students who might benefit from advanced placement or remedial programs.
In educational settings, aptitude tests are most appropriately used to identify students' underlying potential for future learning. This information helps educators place students in programs that match their ability levels, such as advanced placement for those with high potential or remedial programs for those who may struggle. By assessing a student's capacity to acquire new skills, schools can tailor instruction to meet individual needs and ensure that all students are appropriately challenged and supported.

123. (D) Raymond Cattell
The Sixteen Personality Factor Questionnaire was developed by Raymond Cattell based on his trait theory of personality. Cattell used factor analysis to identify sixteen primary source traits that he believed formed the basic structure of human personality. The inventory is designed to provide a comprehensive profile of an individual's normal personality functioning across these dimensions. It remains a widely used tool in clinical, organizational, and research settings for understanding individual differences in behavior and temperament.

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124. (A) P-3, Q-1, R-4, S-2
Psychometric concepts are illustrated through specific methodological practices. Test-retest reliability involves administering the same instrument twice to evaluate stability over time. Concurrent validity is established by correlating a new scale with a current criterion, such as a clinician's diagnosis. Predictive validity uses test scores to forecast future outcomes, like university graduation GPA. Internal consistency, measured by Cronbach's alpha, ensures that all items on a single scale are measuring the same underlying psychological trait or construct.

125. (A) To enhance a client's self-awareness regarding their interests, values, and aptitudes.
The primary goal of testing in career guidance is to provide individuals with a clearer and more objective understanding of themselves. By assessing interests, values, and aptitudes, these tests help clients explore vocational options that are a good fit for their unique profile. This enhanced self-awareness facilitates the decision-making process, allowing individuals to choose career paths that are more likely to be satisfying and successful based on a comprehensive evaluation of their own personal characteristics.

126. (ii), (iii), (iv), (i)
Establishing predictive validity for an employee selection test follows a specific chronological sequence. First, the test is administered to a group of applicants. To ensure the study is unbiased, these individuals are hired without using the test scores. After they have been on the job for a sufficient period, their job performance data is collected. Finally, the researchers correlate the original test scores with the later performance ratings to determine how effectively the test predicts future success.

127. (B) The accumulated knowledge, skills, and vocabulary acquired through experience and education.
Crystallized intelligence represents the store of knowledge and skills that an individual has accumulated throughout their life. This includes vocabulary, general information, and the ability to apply learned strategies to familiar problems. It is highly influenced by education and cultural experiences and tends to remain stable or even increase as people age. This differs from fluid intelligence, which involves the ability to reason abstractly and solve novel problems independent of previously acquired knowledge or cultural background.

128. (C) Individuals who performed well on the test overall tended to answer the item correctly.
A positive discrimination index indicates that a test item is functioning correctly by distinguishing between high and low ability levels. It means that individuals who earned a high total score on the entire test were more likely to answer that specific item correctly than those who earned a low total score. This alignment between item performance and overall test performance ensures that the item is contributing meaningfully to the measurement of the intended psychological construct.

129. (C) Statement I is true, but Statement II is false.
Computerized adaptive testing significantly enhances testing efficiency by tailoring the difficulty of items to the individual's performance. As the test-taker answers questions correctly or incorrectly, the software dynamically selects the next item to provide the most information about their ability. This tailored approach means that different test-takers will receive different sets of questions, which improves precision and reduces testing time. This is a major departure from traditional tests where everyone receives the same items in the same order.

130. (A) To assess the test-taker's response style and attitude, such as defensiveness or exaggeration.
The validity scales on the MMPI-two are specifically designed to evaluate the credibility and response style of the test-taker. Scales like L, F, and K detect patterns such as social desirability, exaggeration of symptoms, or defensiveness. By identifying these unusual response sets, clinicians can determine if the individual's personality profile is a reliable and accurate representation of their psychological state. This enhances the overall interpretative value of the test results in clinical and forensic evaluations.

131. (D) All (i), (ii), (iii), (iv), and (v) are true.
Psychological testing is defined by several core principles that ensure its scientific rigor. A test is a standardized measure of a behavior sample, utilizing uniform administration and scoring procedures. Reliability ensures the consistency of

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these measurements, while validity confirms that the test accurately assesses the intended construct. Finally, norms provide the necessary comparative standard for interpreting individual scores. Together, these elements form the foundation of professional psychological assessment, allowing for meaningful and objective evaluations of human traits.

132. (B) An aptitude test
An aptitude test is the most suitable tool for assessing an individual's potential to learn new skills for a job they have no prior experience in. Unlike achievement tests, which measure what has already been learned, aptitude tests evaluate underlying cognitive or physical abilities that are necessary for future success. These instruments are designed to predict a person's capacity to benefit from training and perform effectively in a new role by focusing on their innate capabilities.

133. (C) Correlating scores on two different but equivalent versions of the test.
The alternate or parallel forms method of estimating reliability involves creating two equivalent versions of a test that cover the same content domain with different items. Both forms are administered to the same group of individuals, and the resulting scores are correlated. This approach provides an estimate of how consistent scores are across different samples of items. It is particularly useful for reducing the impact of memory or practice effects that can occur with simple test-retest procedures.

134. (D) Identify specific areas of weakness or learning problems in a student.
In an educational setting, the primary purpose of a diagnostic test is to identify a student's specific areas of weakness or learning difficulties. Unlike general achievement tests that provide a broad overview of mastery, diagnostic tests are designed to pinpoint the exact nature of a problem, such as a specific deficit in phonics or numerical reasoning. This detailed information allows teachers and specialists to develop targeted interventions and support plans to help the student overcome their learning challenges.

135. (A) Tell a story about a series of ambiguous pictures of people.
The Thematic Apperception Test is a projective assessment that requires the test-taker to create narratives based on a series of ambiguous images. For each picture, the individual describes what is happening, the thoughts and feelings of the characters, and the outcome of the situation. This method is used by clinicians to gain insight into the person's underlying motives, needs, and interpersonal conflicts. By projecting their own experiences onto the pictures, individuals reveal aspects of their personality.

136. (C) A is true but R is false.
While interest inventories are commonly used in career counseling to identify an individual's preferences and likes, they cannot definitively predict future success in a job. Vocational success depends on many factors, including aptitude, personality, and environmental conditions, which are not captured by interest measures alone. These inventories are tools for exploration and self-discovery rather than definitive predictors of professional achievement. Therefore, while they are valuable for guidance, their predictive power regarding actual job success is limited.

137. (C) A psychologist administers the MMPI-2 to help clarify a patient's diagnosis.
Using psychological tests for clinical diagnosis is a hallmark application of testing in a mental health setting. When a psychologist administers an instrument like the MMPI-two, they are seeking objective data to help clarify a patient's symptoms and psychological functioning. This information assists in making an accurate diagnosis and formulating an appropriate treatment plan. This clinical application differs from educational placement or vocational counseling by focusing specifically on the assessment of psychopathology and mental health.

138. (D) Importance of the time limit and the difficulty of items.
The primary distinction between speed and power tests lies in the role of time and item difficulty. Speed tests consist of relatively easy items with a strict time limit, measuring how quickly a person can perform a task. In contrast, power tests feature items that increase in difficulty, and the time limit is usually generous. This ensures that the

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the percentage of questions answered correctly on the test. Percentiles are highly useful for communicating an individual's performance level in a way that is easily understood by both professionals and the public.

154. (A) Both A and R are true and R is the correct explanation of A.
Computerized adaptive testing can significantly enhance test security compared to traditional fixed-item tests. Because each test-taker receives a tailored set of questions selected from a large item bank, it is highly unlikely that any two individuals will take the exact same test. This makes it much more difficult for test items or answers to be shared or memorized, thereby protecting the integrity of the assessment and ensuring that scores are a true reflection of each individual's ability.

155. (D) A set of symmetrical inkblots.
The Rorschach test utilizes ten symmetrical inkblots as ambiguous stimuli to elicit unconscious responses from individuals. The test-taker is asked to describe what they see in each blot, and their responses are scored based on various factors, such as the location, determinants, and content. This projective technique is used by clinicians to gain insight into a person's psychological functioning, personality structure, and potential underlying psychopathology by bypassing their conscious defenses and structured thought processes.

156. (A) Identify a client's occupational interests.
The Kuder Preference Record is an interest inventory used by vocational counselors to help individuals identify their occupational interests. It measures preferences for various types of activities, such as mechanical, artistic, or social service work. By comparing a person's interest profile with different career fields, the counselor can assist the client in exploring potential paths that are likely to be satisfying and engaging. It is an exploration tool rather than a measure of ability or a diagnostic instrument.

157. (B) Thurstone Scale
Several different types of scales are used in psychological research to measure attitudes. Common examples include the Likert scale, which uses summated ratings of agreement; the Semantic Differential scale, which uses bipolar adjectives; and the Stapel scale, which is a unipolar rating system. While the Thurstone scale is a method for measuring attitudes using equal-appearing intervals, it is often more complex to develop and is less commonly used in modern applied settings than the more direct rating scales.

158. (B) Check the reliability of the test on a new sample to see if the initial validity coefficient "shrinks."
Cross-validation is a critical step in test development where an instrument is administered to a new, independent sample after the initial validation study. This is done to ensure that the test's validity and reliability are not just a result of the specific characteristics of the original sample. If the validity coefficient remains stable, it provides stronger evidence for the test's effectiveness. If it decreases significantly, a phenomenon known as shrinkage, the test may need further refinement.

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159. (A) Using the ASVAB (Armed Services Vocational Aptitude Battery) for recruitment and placement.
The Armed Services Vocational Aptitude Battery is a prime example of psychological testing in a military context. It is used to evaluate the aptitudes and skills of recruits to determine their eligibility for enlistment and to match them with suitable military roles and training programs. By identifying individuals with high potential for specific technical or leadership positions, the military can improve overall efficiency and effectiveness. This targeted application ensures that personnel are assigned to roles that fit their abilities.

160. (C) They measure what a person wants to do, not what they are capable of doing.
A significant limitation of interest inventories in career guidance is that they focus exclusively on what an individual enjoys rather than their actual ability or capacity to perform a job. A person may have a high level of interest in a field but lack the necessary aptitude or skills to be successful or satisfied in that career. Therefore, interest inventories should always be used in conjunction with aptitude and personality assessments to provide a complete and realistic vocational profile.

taker's behavior during the assessment. This allows the professional to establish rapport, monitor motivation, and note qualitative aspects of performance, such as anxiety or problem-solving strategies. These clinical observations provide valuable context that can enhance the interpretation of the test scores and lead to a more comprehensive understanding of the individual's overall psychological functioning.

147. (B) There is a strong body of evidence supporting the idea that it measures the intended theoretical attribute.
Construct validity is established by a comprehensive body of evidence that supports the claim that a test accurately measures the intended theoretical trait or construct. This process involves multiple sources of data, including correlations with related measures, differences between known groups, and factor analysis of the test items. Rather than a single statistic, construct validity is an ongoing process of scientific validation that ensures the inferences made from the test scores are theoretically sound and meaningful.

148. (D) Allow for the conversion of raw scores into derived scores for comparison.
The most significant function of norms is to provide the frame of reference necessary for interpreting raw scores. By collecting data from a large, representative sample, test developers can convert an individual's raw score into a derived score, such as a percentile or standard score. This allows the person's performance to be compared to that of others in the same population, making the results meaningful and useful for clinical, educational, or vocational decision-making across various contexts.

149. (A) Organizational assessment tool
In organizational settings, a three hundred and sixty degree feedback instrument is a comprehensive assessment tool used for employee development and performance evaluation. It involves collecting ratings from an individual's supervisors, peers, and subordinates, and sometimes even clients. By providing a multi-perspective view of a person's competencies and behaviors, this tool offers a more holistic and accurate picture of their professional performance than a single supervisor's rating, helping to identify areas for growth and improvement.

150. (A) P-3, Q-4, R-2, S-1
Psychological tests are applied in diverse settings to address specific needs. In clinical psychology, instruments like the WAIS and MMPI help in diagnosis and treatment planning. Educational settings use achievement tests to place students in appropriate learning groups. Organizational psychologists employ assessment centers to evaluate management potential. In counseling, aptitude batteries like the DAT assist students in exploring career and educational options. These varied applications demonstrate the versatility and importance of psychological testing across different domains of professional practice.

151. (D) All (i), (ii), (iii), (iv), and (v) are important.
Item writing is a complex task that requires careful attention to multiple factors to ensure the quality of the test. Developers must ensure clarity of language, avoid confusing double-barreled questions, and match the reading level to the target population. They must also be vigilant for potential cultural or gender bias and choose the most appropriate item format for the measured construct. Addressing all of these elements is essential for creating items that are fair, reliable, and valid.

152. (B) Internal consistency
The split-half method is a technique used to estimate internal consistency reliability. It involves dividing a single test into two comparable halves, such as the odd-numbered items and the even-numbered items, and then correlating the scores from each half. A high correlation suggests that the different items on the test are measuring the same construct. To obtain the reliability for the full-length test, the Spearman-Brown formula is typically applied to the resulting split-half correlation coefficient.

153. (C) Scored as well as or better than 75% of the individuals in the norm group.
A percentile score is a normative measure that indicates an individual's relative standing within a specific group. A score of seventy-five means that the person's performance was equal to or exceeded seventy-five percent of the individuals in the standardization sample. It does not reflect

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demonstrate high internal consistency reliability. This means that the items are closely related and that test-takers who perform well on one item are likely to perform well on the others. High internal consistency, often measured by Cronbach's alpha, indicates that the test is a unified and stable measure of a single psychological trait or ability rather than a collection of unrelated topics.

169. (B) Both Statement I and Statement II are false.
Aptitude and achievement tests serve different purposes and look in different directions. Aptitude tests are designed to predict a person's potential or capacity to learn new skills in the future. In contrast, achievement tests are intended to measure an individual's current mastery of knowledge or skills that have already been learned through instruction or experience. Both statements provided are incorrect because they have swapped the fundamental definitions and primary goals of these two types of psychological assessments.

170. (B) "Describe a specific past experience where you successfully led a team through a project."
A competency-based question in an organizational setting asks candidates to provide a detailed example of their past behavior in a specific situation. This approach is based on the principle that past behavior is the best predictor of future performance. By describing their actions, thoughts, and outcomes in a real-world scenario, the individual demonstrates their proficiency in a particular skill or competency, such as leadership or problem-solving, providing more concrete evidence than a simple self-rating or a theoretical definition.

171. (B) Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism
The Big Five model of personality represents a widely accepted framework that describes human personality across five broad dimensions. Openness involves a person's curiosity and willingness to experience new things. Conscientiousness refers to being organized, reliable, and disciplined. Extraversion captures the level of sociability and assertiveness. Agreeableness reflects being compassionate and cooperative. Neuroticism measures emotional stability and the tendency to experience negative emotions. Together, these traits provide a comprehensive and cross-culturally valid description of individual differences in personality structure.

172. (A) Both A and R are true and R is the correct explanation of A.
Using a psychological test for a purpose for which it has not been validated is considered unethical and unprofessional. This is because the validity of any instrument is specific to the context, population, and goals for which it was developed. Applying it elsewhere can lead to inaccurate results and potentially harmful decisions for the individual being tested. Psychologists have a duty to ensure that the tools they use are appropriate and scientifically supported for the specific assessment task at hand.

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173. (D) Coining the term "mental test" and promoting measurement of individual differences.
James McKeen Cattell was a pioneer in the field of psychological testing who coined the term mental test in the late nineteenth century. He was a strong advocate for the objective measurement of individual differences and developed a series of tasks aimed at assessing sensory and motor abilities. Although his specific tests were later found to have low correlations with academic success, his promotion of quantification and standardization laid the groundwork for the scientific development of the psychological assessments that followed.

174. (B) Content validity
When evaluating whether a test adequately covers a specific curriculum, the primary concern is content validity. This form of validity ensures that the test items are a representative sample of the knowledge and skills taught in the instructional program. To establish this, educators and subject matter experts review the test to verify that it comprehensively addresses all the key topics and objectives of the curriculum. High content validity ensures that the test scores are a fair and accurate measure of what students have learned.

175. (C) Forensic investigation
Psychological testing is widely applied in education, counseling, and the military to assess learning, personal adjustment, and vocational potential. While psychological principles are used in forensic settings, the term forensic

161. (A) (iii), (ii), (i), (iv)
The development of modern intelligence testing began with the Binet-Simon scale in the early nineteen hundreds. During World War I, the United States military introduced the Army Alpha and Beta for large-scale group testing. In nineteen thirty-nine, David Wechsler published the Wechsler-Bellevue, which later evolved into the widely used Wechsler Adult Intelligence Scale. This chronological progression shows the evolution from individual childhood assessment to group military screening and finally to standardized adult intelligence batteries that include both verbal and performance measures.

162. (D) Inter-rater reliability
Inter-rater reliability refers to the degree of agreement or consistency between different observers or scorers when evaluating the same performance or set of responses. It is particularly important for tests that involve subjective judgment, such as essay exams or projective assessments. A high level of agreement between two psychologists scoring the same set of answers indicates that the scoring rules are clear and that the results are not unduly influenced by the biases of an individual scorer.

163. (C) Infer the structural and functional characteristics of the brain by evaluating behavior.
The primary purpose of neuropsychological testing is to evaluate the relationship between the brain's physical condition and an individual's behavioral and cognitive functioning. By using standardized tasks that tap into specific brain regions and cognitive systems, clinicians can infer the presence and location of brain damage or dysfunction. These tests provide objective data that helps in diagnosing neurological disorders, assessing the impact of brain injury, and planning effective rehabilitation strategies for patients experiencing cognitive or motor deficits.

164. (B) (iii) and (iv)
Objective tests and projective tests represent two different approaches to personality assessment. Objective tests use structured items and a clear, predetermined scoring key, which minimizes the influence of the examiner's subjective judgment. Projective tests, on the other hand, utilize ambiguous stimuli and allow for free-form responses, which are then interpreted by a clinician. While objective tests are valued for their standardized scoring and reliability, projective tests are often used to gain deeper, qualitative insights into unconscious thoughts and motives.

165. (A) The test is composed of a collection or group of different tests.
In the context of psychological assessment, the term battery refers to a coordinated collection of several different tests that are administered together to provide a comprehensive evaluation of a particular domain. A neuropsychological battery, for example, includes multiple tasks that assess different cognitive and motor functions. By using a battery of tests rather than a single instrument, clinicians can develop a more detailed and accurate profile of an individual's strengths and weaknesses across several related areas.

166. (C) Predictive validity
Predictive validity is established when scores on a test are shown to be significantly correlated with a measure of performance or an outcome that occurs at a later time. In this example, the correlation between initial hiring test scores and performance ratings six months later provides direct evidence that the test effectively forecasts future job success. This type of validity is critical for instruments used in selection and placement, as it demonstrates their practical value for making informed organizational decisions.

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167. (A) It is primarily used to assess normal personality traits in the general population.
The MMPI is primarily a clinical tool designed to assess psychopathology and psychological functioning rather than normal personality traits in the general population. It includes various clinical scales that measure symptoms of disorders such as depression, paranoia, and schizophrenia. Additionally, its validity scales are specifically intended to detect unusual response styles that might occur in clinical or forensic evaluations. While it can provide some information about normal traits, its principal application is within mental health and diagnostic settings.

168. (D) High internal consistency reliability.
If a test is composed of items that are all measuring the same, homogenous construct, it should

consistent across different settings. Additionally, their objective nature makes them more suitable for large-scale research and clinical screening where reliability and standardized interpretation are of paramount importance.

183. (C) A standard score is a raw score that has been transformed to have a specific mean and standard deviation.
A raw score represents the initial, untransformed result from a test, which is often difficult to interpret on its own. A standard score is created by mathematically transforming the raw score into a common scale with a fixed mean and standard deviation, such as a z-score or T-score. This process allows scores from different tests to be directly compared and interpreted relative to a normative population, providing a much clearer and more useful measure of an individual's performance.

184. (B) Differentiates between test-takers who score high and those who score low on the overall test.
In item analysis, discrimination refers to how effectively a single test item distinguishes between individuals who have high levels of the measured trait and those who have low levels. A well-discriminating item is one that high-scorers on the overall test tend to answer correctly, while low-scorers tend to answer incorrectly. This quality is essential for building a reliable and valid instrument, as it ensures that each item contributes meaningfully to the overall purpose of the assessment.

185. (D) Facilitate client self-understanding and decision-making.
In counseling settings, the primary function of psychological testing is to serve as a tool for personal growth and self-discovery. By providing objective data on interests, personality, and abilities, tests help clients gain a deeper understanding of their own strengths, challenges, and preferences. This enhanced self-awareness facilitates the decision-making process, allowing the individual to make more informed and personally meaningful choices about their career, relationships, and overall life direction in a supportive therapeutic environment.

186. (A) All of the below
Ethical practice in psychological testing involves several critical responsibilities for the professional. It is essential to obtain informed consent from individuals before they are tested and to maintain the strict confidentiality of their results. Additionally, assessments must only be conducted and interpreted by appropriately trained personnel to ensure accuracy and prevent misuse of data. These ethical guidelines are designed to protect the rights and well-being of the test-taker and to maintain the overall integrity of the profession.

187. (C) The ability to reason speedily and abstractly, and solve novel problems.
Fluid intelligence refers to the underlying cognitive ability to reason abstractly, identify complex patterns, and solve novel problems that do not rely on previously learned knowledge. It is considered an innate capacity that is largely independent of education or cultural experience. Fluid intelligence is often measured using non-verbal tasks and is known to decline gradually as people age. This contrasts with crystallized intelligence, which represents the accumulated knowledge and skills acquired through formal learning and life experiences.

188. (A) Likert Scale - Forced choice
Different psychological scales utilize unique response formats. The Semantic Differential uses bipolar adjective pairs, while the Stapel scale uses a unipolar descriptor and the Likert scale features summated ratings of agreement. A forced-choice format, however, requires the respondent to choose between two or more options that may be equally desirable or undesirable, which is fundamentally different from the rating system used in a standard Likert scale. Correctly identifying these pairings is essential for accurate research and assessment.

189. (A) Both A and R are true and R is the correct explanation of A.
Computerized adaptive testing significantly improves the precision of ability measurement by tailoring the test to each individual. By dynamically selecting items that match the person's performance level, the software focuses the assessment where it provides the most information. This tailored approach reduces

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investigation typically refers to the physical and criminalistic aspects of a case. However, in legal contexts, psychologists do conduct assessments for competence to stand trial or risk evaluation, which is more accurately termed forensic psychology. Among the given options, standard psychological testing is least centrally associated with general forensic investigation compared to the other established areas.

176. (D) All (i), (ii), (iii), (iv), and (v) are correct.
Psychological tests are used across various settings to address diverse needs. Aptitude tests predict future success, achievement tests measure mastered content, and interest inventories facilitate career exploration. Neuropsychological tests are essential for evaluating cognitive function after brain injury, while Likert scales provide an objective measure of attitudes, such as job satisfaction. These examples highlight the versatility of testing as a tool for understanding human behavior, potential, and mental health in clinical, educational, and professional contexts.

177. (A) Estimating the reliability of a test after its length is changed.
The Spearman-Brown prophecy formula is a psychometric tool used to estimate how the reliability of a test will change if its length is increased or decreased. Since test reliability is partly a function of the number of items, adding more items generally increases reliability, while removing items decreases it. This formula is also essential when calculating the total reliability of a test from a split-half correlation, as it adjusts the reliability estimate to reflect the full length of the instrument.

178. (B) It compares a test-taker's performance to the performance of a representative group.
A norm-referenced test interprets an individual's score by comparing it to the performance of a representative group of people, known as the norm group. This allows the evaluator to determine where the individual stands relative to others, such as being at the fiftieth or ninetieth percentile. This differs from criterion-referenced testing, which compares performance to a fixed standard of mastery. Norm-referenced tests are essential for understanding an individual's relative strengths and weaknesses in clinical and educational assessments.

179. (B) Construct validity
Construct validity is established by demonstrating that a test correlates as expected with other related and unrelated measures. In this example, positive correlations with academic achievement and negative correlations with procrastination support the idea that the Grit scale is accurately measuring the intended theoretical construct. This pattern of relationships, known as convergent and discriminant evidence, provides strong scientific support for the meaningfulness of the test scores and the underlying psychological theory being assessed.

180. (A) Underlying motives, needs, and interpersonal dynamics.
In clinical settings, the Thematic Apperception Test is used to gain a deeper understanding of an individual's underlying personality structure. By analyzing the stories a person creates in response to ambiguous pictures, clinicians can identify themes related to their motives, needs, and typical patterns of interpersonal interaction. This qualitative information helps to bypass conscious defenses and reveal aspects of the person's inner world that may not be easily expressed through self-report inventories or direct interviews, aiding in comprehensive psychological assessment.

181. (A) P-4, Q-3, R-1, S-2
The history of psychology is marked by key theorists and their specific contributions to testing. Hermann Rorschach developed the inkblot test, while Charles Spearman proposed the g factor of general intelligence. Raymond Cattell created the Sixteen Personality Factor Questionnaire to measure source traits. Lewis Terman is best known for his work on the Stanford-Binet Intelligence Scale. Correctly matching these individuals with their work highlights the diverse theoretical and methodological foundations upon which modern psychological assessment and measurement are built.

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182. (D) Ease of administration and objective scoring.
Objective personality tests like the MMPI offer significant practical advantages over projective techniques such as the Rorschach. Because they use structured items and fixed response formats, they can be administered and scored quickly and objectively, often by computer. This minimizes the risk of examiner bias and ensures that results are

score reflects the individual's maximum ability to solve complex problems rather than their speed of processing or simple task completion.

139. (D) (i), (ii), (iii), and (iv) are all components.
Test construction is a multi-step process that involves several critical components. It begins with item writing, followed by a test tryout or pilot study with a small sample. The data from this tryout is then used for item analysis to evaluate the statistical properties of each question. Based on these results, the test undergoes revision to eliminate or improve flawed items. These integrated steps are essential for ensuring that the final standardized instrument is both reliable and valid.

140. (B) Low criterion-related validity
Criterion-related validity refers to how well a test's scores correlate with an independent, external measure of the same construct or a future outcome. If a test has a low correlation with this external criterion, it indicates that the test is not effectively measuring the intended ability or predicting the target behavior. This is a significant limitation for instruments used in selection or diagnosis, as it suggests that the test scores do not provide meaningful information about the criterion.

141. (B) Being unipolar and measuring intensity on a scale from positive to negative numbers.
The Stapel scale is a unipolar rating system used to measure the intensity and direction of an attitude toward a single descriptor. Unlike the semantic differential, it does not use bipolar adjective pairs. Instead, a single adjective is rated on a numbered scale, often ranging from positive five to negative five. This format simplifies the task for respondents by eliminating the need to find appropriate opposite adjectives while still providing a quantitative measure of their attitude.

142. (A) Parallel forms reliability
When a test developer wants to create two interchangeable versions of an assessment, they must establish parallel forms reliability. This involves ensuring that both versions cover the same content domain, have similar difficulty levels, and produce consistent scores when administered to the same individuals. Establishing this form of reliability is crucial for large-scale testing programs where multiple versions are needed to maintain security and prevent cheating while ensuring that all test-takers are evaluated on an equivalent basis.

143. (C) MMPI-2: Clinical Diagnosis
Psychological tests are designed for specific application areas, and matching them correctly is essential for valid assessment. The MMPI-two is a well-established instrument primarily used for clinical personality assessment and to assist in psychiatric diagnosis. In contrast, the Wechsler scales are used for intelligence testing, the Strong Interest Inventory for career exploration, and the Bender-Gestalt for visual-motor and neurological screening. Correctly identifying the primary purpose of each test ensures that it is used appropriately in clinical practice.

144. (D) A question of similar or even greater difficulty.
Computerized adaptive testing works by continuously adjusting the difficulty of items based on the test-taker's performance. When an individual answers several difficult questions correctly, the computer's estimate of their ability level increases. To gain more precise information about the limit of their capability, the software will then present items of similar or even greater difficulty. This tailored process continues until the individual's ability is accurately measured, resulting in a more efficient and precise testing experience.

145. (C) Statement I is true, but Statement II is false.
The semantic differential scale and the Likert scale are two different tools used to measure attitudes. The semantic differential scale is specifically designed to capture the connotative meaning of concepts by having respondents rate them on scales anchored by bipolar adjectives. The Likert scale, however, typically uses a series of statements and asks respondents to indicate their level of agreement or disagreement. While both are effective, they utilize different response formats and provide different types of attitudinal data.

146. (A) Allow the examiner to observe the test-taker's behavior and establish rapport.
A significant advantage of individual tests over group-administered ones is the opportunity for the examiner to closely observe the test-

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measurement error and prevents the test from being too easy or too difficult, which can happen with fixed-form tests. As a result, CAT can achieve higher precision with fewer items, leading to a more efficient assessment.

190. (D) aptitude; achievement
Aptitude and achievement tests are distinguished by their focus on potential versus acquired knowledge. An aptitude test is designed to measure an individual's underlying potential or capacity to learn new skills or succeed in future tasks. In contrast, an achievement test is intended to evaluate what an individual has already learned or mastered through formal instruction or past experience. While both involve cognitive assessment, they provide different types of information that are useful for educational and vocational decision-making.

191. (B) Objective personality tests
Objective personality tests are characterized by structured items, such as true or false or agree or disagree, and a clear, predetermined scoring key. Instruments like the MMPI and the 16PF fall into this category. These tests are designed to be scored and interpreted objectively, often by comparing the individual's results to data from a large normative sample. This standardized approach minimizes examiner bias and provides a reliable way to assess personality traits and psychological functioning across different populations.

192. (B) Calculating Cronbach's alpha.
Internal consistency reliability measures the degree to which all items on a single test are correlated and measure the same underlying construct. Calculating Cronbach's alpha is the most common method for assessing this quality. It provides a statistical estimate of the average correlation among the items. A high alpha value suggests that the test is a unified and stable measure of the targeted psychological trait. This differs from test-retest or parallel forms reliability, which evaluate score stability over time or across versions.

193. (C) Making decisions about student placement, achievement, and learning difficulties.
In educational contexts, psychological testing is primarily used to inform decisions that directly impact student learning and academic progress. This includes placing students in appropriate instructional groups, evaluating their level of achievement relative to curriculum standards, and identifying specific learning difficulties that may require specialized support or intervention. By providing objective data on student performance and potential, these tests help educators and administrators create a more effective and equitable learning environment for all students within the school system.

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194. (B) Both Statement I and Statement II are false.
The Bender-Gestalt test and the Strong Interest Inventory are correctly classified as a neuropsychological screening tool and an interest inventory, respectively. The Bender-Gestalt is used to assess visual-motor coordination and potential brain damage, not as a projective personality test. The Strong Interest Inventory measures occupational preferences rather than aptitude or potential. Therefore, both statements provided in the question are incorrect classifications of these well-known psychological instruments, highlighting the importance of understanding the specific purpose and category of each assessment.

195. (D) Organizational assessment centers for leadership selection.
Organizational assessment centers utilize multiple behavioral simulation techniques to identify individuals with high potential for leadership and management roles. Key methods include situational judgment tests, where candidates evaluate different responses to workplace challenges, and in-basket exercises, which mimic typical administrative tasks. By having multiple trained assessors observe performance in these realistic scenarios, organizations can more accurately predict a candidate's future job success and decision-making abilities in complex roles compared to traditional interviews or simple cognitive tests alone.

196. (B) The degree to which a test measures what it purports to measure.
Validity is the most fundamental psychometric property of any psychological test, representing the degree to which the instrument accurately measures the specific construct or trait it was designed to assess. It is not about the consistency of

scores (which is reliability) or the administration procedures (which is standardization). Instead, validity concerns the truthfulness and meaningfulness of the inferences made from test scores, ensuring that the test provides a credible and accurate evaluation of the intended psychological attribute.

197. (B) Conscientiousness (e.g., careful-careless)
Osgood's Semantic Differential scale consistently identifies three major dimensions of connotative meaning: evaluation, potency, and activity. Evaluation reflects the positive or negative appraisal of a concept. Potency measures its perceived strength or power. Activity captures its level of dynamism or speed. While conscientiousness is a fundamental dimension in the Big Five model of personality traits, it is not one of the core semantic dimensions measured by this specific attitude rating technique, which focuses on the general structure of meaning.

198. (A) Using an assessment center to evaluate leadership and decision-making skills.
For promoting an employee to a management position, an assessment center is the most appropriate evaluation method. This approach uses multiple simulations and exercises, such as group discussions and role-plays, to directly observe and measure key competencies like leadership, communication, and decision-making. By having multiple trained assessors evaluate performance across these various tasks, the organization gains a more reliable and predictive understanding of the candidate's potential to succeed in the specific challenges of a management role.

199. (C) A very good item, as it is of medium difficulty and discriminates well.
An item with a difficulty index of zero point five zero is ideal because it allows for the maximum possible variance in scores, providing the most information about test-takers' ability levels. When this medium difficulty is combined with a high positive discrimination index, it indicates that the item is functioning perfectly by clearly distinguishing between high-performing and low-performing individuals. Such items are the most valuable components of a reliable and valid standardized test designed to measure a psychological trait.

200. (C) (i), (ii), (iii), (iv)
In clinical psychology, testing serves several essential functions related to patient care. It assists in making accurate differential diagnoses, developing effective treatment plans, and monitoring a client's progress over time. Furthermore, tests provide an objective measure of reported symptoms and help assess for potential cognitive impairment. These clinical applications focus on improving the accuracy of assessment and the quality of therapeutic interventions. Choosing clients based on potential profitability is not a legitimate or ethical function of professional psychological testing.

201. (B) An underlying general mental ability influences performance on all cognitive tasks.
The concept of a g factor, proposed by Charles Spearman, suggests that a singular general mental ability underlies all cognitive performance. According to this theory, an individual's performance on any intellectual task is determined by both this general factor and specific abilities for that particular task. This perspective explains the consistent positive correlations found between different types of mental tests and provides a theoretical foundation for the use of a single IQ score to represent overall cognitive ability.

202. (A) Internal consistency reliability.
For a trait that is known to fluctuate significantly over short periods, such as mood or state anxiety, test-retest reliability is not an appropriate measure because any change in scores might reflect a true change in the trait rather than test inconsistency. In such cases, internal consistency reliability is more suitable, as it evaluates the degree to which all items on the scale are measuring the same construct at a single point in time, providing a reliable measure of the current state.

203. (D) Score that has been converted from a raw score to a more interpretable form, like a percentile or T-score.
A raw score is simply the initial result from a test, which lacks context and is difficult to interpret. A derived score is created by transforming that raw score into a more meaningful and interpretable form, such as a percentile rank or a T-score, using normative data. This transformation allows the individual's performance to be

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compared to a standardization sample, providing clear information about their relative standing and making the test results more useful for professional assessment.

204. (B) P-3, Q-1, R-4, S-2
Psychological tests are categorized according to their primary function and what they are intended to measure. Aptitude tests assess the potential to learn a new skill, while achievement tests measure acquired knowledge. Interest inventories evaluate preferences for various activities and careers, and personality tests measure typical patterns of behavior, thought, and emotion. Correctly identifying these categories ensures that the appropriate instrument is selected for each specific assessment purpose, leading to more valid and meaningful results.

205. (A) Collect data for item analysis.
The primary purpose of a pilot test or tryout is to collect preliminary data on the performance of individual test items. By administering the items to a small but representative group, developers can calculate statistics such as difficulty levels and discrimination indices. This process of item analysis allows for the identification and removal of flawed, ambiguous, or non-functional items before the test is standardized. This essential step ensures the final instrument is composed of high-quality items that contribute to overall reliability.

206. (C) Is a unipolar rating scale.
A key feature of the Stapel scale is that it is a unipolar rating system used to measure the intensity of an attitude toward a single adjective or descriptor. Unlike the semantic differential, it does not use bipolar adjective pairs. Respondents rate how accurately the adjective describes a concept on a scale, typically ranging from positive five to negative five. This format simplifies the task for the respondent while still providing a quantitative and directional measure of their personal attitude.

207. (A) Both A and R are true and R is the correct explanation of A.
Neuropsychological tests are a critical tool for making clinical inferences about brain function through the objective measurement of behavior. These instruments are designed to tap into specific cognitive and motor systems that are linked to the integrity of particular brain regions. By analyzing an individual's performance profile, clinicians can identify patterns of deficit that are characteristic of brain injury or neurodegenerative disease. This data is essential for accurate diagnosis and for planning effective rehabilitation strategies for patients.

208. (A) Divergent thinking.
The Torrance Tests of Creative Thinking are specifically designed to measure divergent thinking, which is the ability to generate multiple, unique, and varied solutions to open-ended problems. Unlike intelligence tests that often focus on finding a single correct answer, these assessments evaluate creative potential through dimensions such as fluency, flexibility, and originality. By measuring these components of creative thought, the TTCT helps identify individuals with high potential for innovative thinking across a wide range of academic and artistic domains.

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209. (D) Effectively predict performance on an independent, external measure.
High criterion-related validity means that a test's scores are strongly correlated with an independent, external measure that it is intended to predict or represent. This could be a concurrent measure of current performance or a predictive measure of future success. For example, a vocational test has high criterion validity if it effectively predicts job performance ratings. Establishing this relationship is crucial for any assessment tool used for selection, placement, or diagnostic purposes, as it confirms the test's practical utility.

210. (B) Aptitude refers to a person's potential to succeed, while interest refers to their preference for certain activities.
In the context of career guidance, it is essential to distinguish between aptitude and interest. Aptitude refers to an individual's underlying potential or capacity to acquire the skills necessary to succeed in a particular field. Interest, on the other hand, reflects a person's personal preference for certain activities or types of work. While a person may be interested in a career, they must also have the necessary aptitude to be successful and satisfied in that professional role over time.

for validity because inconsistent results are inherently inaccurate. However, while all valid tests are reliable, not all reliable tests are valid, as an instrument can be consistent while measuring the wrong thing.

226. (A) P-3, Q-2, R-1, S-4
Psychological tests are designed for specific purposes, and matching them correctly is essential for valid assessment. The MMPI-two is used for clinical personality assessment, while the WAIS-IV is a measure of cognitive ability. The Strong Interest Inventory assists in career exploration, and the Bender-Gestalt test is a tool for assessing visual-motor skills and neurological screening. Correctly matching these instruments with their primary purposes ensures they are used appropriately to provide the most useful and accurate information in each setting.

227. (D) Choose tests that are appropriate for the client and the purpose of the assessment.
A key ethical responsibility of any professional administering a psychological test is to ensure that the instrument is appropriate for both the specific client and the intended purpose of the assessment. This involves considering the individual's background, such as their age and culture, and verifying that the test has been validated for the specific question being addressed. Using unsuitable tests can lead to inaccurate results and harmful conclusions, making careful selection an essential part of ethical and professional practice.

228. (B) Chosen by more low-scoring test-takers than high-scoring ones.
In multiple-choice item analysis, a distractor is considered effective if it is plausible enough to attract individuals who do not know the correct answer. Specifically, it should be chosen by more low-scoring test-takers than high-scoring ones. If high-scorers are choosing a distractor, it may be ambiguous or have multiple correct interpretations. If no one is choosing it, the distractor is not performing its function of differentiating between those with different levels of knowledge. Thus, effective distractors are key to item quality.

229. (C) Building rapport with the test taker
While computer-based testing offers many advantages like immediate scoring, precise timing, and novel item types, it is generally less effective than individual administration for building rapport with the test-taker. In face-to-face testing, the examiner can observe the individual's behavior, provide encouragement, and adjust the environment to maximize performance. This personal interaction is often critical for maintaining motivation and ensuring an accurate assessment, particularly in clinical and educational settings where the test-taker's comfort level can significantly impact the final results.

230. (D) Creativity
A test measuring divergent thinking would be classified under the area of creativity testing. Divergent thinking is the ability to generate multiple, unique, and varied solutions to open-ended problems, which is a core component of creative potential. Unlike traditional intelligence or aptitude tests that often focus on finding a single correct answer, creativity tests evaluate the individual's ability to think outside the box and produce innovative ideas. This makes them a distinct and important category of psychological assessment across many fields.

231. (C) (i), (ii), (iii), (iv)
Test norms represent the distribution of scores from a representative standardization sample and provide the essential context for interpreting an individual's raw score. Percentile ranks are a common type of norm used to show relative standing. Because population characteristics change over time, norms are not absolute or universal and must be updated periodically to remain valid. This ensures that scores are compared against a current and relevant standard, allowing for accurate and meaningful interpretations of test performance across diverse settings.

232. (B) General aptitude test battery
A test that includes a variety of verbal, numerical, and abstract reasoning items to predict success across multiple jobs is a general aptitude test battery. These assessments are designed to measure a broad range of cognitive abilities that are important for many different types of

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dividing mental age by chronological age. Instead, they introduced the deviation IQ, which is based on an individual's performance relative to others in their own age group within a normal distribution. This approach provided a more statistically sound and useful measure of intelligence, particularly for adults, and it remains the standard method for scoring most modern intelligence tests today.

219. (C) Presentation of ambiguous stimuli.
A defining and essential characteristic of any projective test is the use of ambiguous stimuli. Whether it is an inkblot, a picture, or an incomplete sentence, the stimulus is intended to be open to multiple interpretations. This ambiguity allows the test-taker to project their own unconscious thoughts, motives, and personality traits onto the material. By analyzing these free-form responses, clinicians seek to gain deeper qualitative insights into the individual's psychological functioning that structured objective tests may not capture.

220. (D) Achievement test
For an organization to evaluate its employees' current knowledge of specific material, such as new safety regulations, an achievement test is the most appropriate tool. Unlike aptitude tests that measure potential or personality tests that assess traits, achievement tests are designed to measure what a person has actually learned or mastered through instruction. Using such a test ensures that the assessment is directly relevant to the training provided and offers a clear measure of the employees' current proficiency.

221. (C) Likert Scale
The Likert scale is a widely used attitude measurement tool where respondents indicate their level of agreement or disagreement with a series of statements. This is typically done on a standard five-point or seven-point scale. By summing or averaging the responses across multiple items, researchers can obtain a reliable measure of the individual's overall attitude toward the topic. Its ease of construction and administration makes it one of the most popular techniques for assessing opinions and beliefs in social science research.

222. (B) Predictive validity
Predictive validity is established when a test successfully forecasts an individual's future performance on a relevant criterion. In this example, because the test accurately identifies which candidates will become top sales performers before they are hired, it demonstrates high predictive validity. This is the most critical form of validity for any assessment tool used in personnel selection, as it provides a direct measure of the test's practical utility and its value for making informed hiring decisions within an organization.

223. (D) They are time-consuming and expensive to administer.
A primary disadvantage of individual tests like the WAIS is the significant investment of time and resources required for their administration and scoring. Each test must be given one-on-one by a highly trained professional, which is far more expensive than group-administered tests. Additionally, the complex scoring and interpretation process requires expert judgment. While they provide valuable qualitative data and allow for behavioral observation, these costs often limit their use to clinical or high-stakes assessment situations where detailed individual profiles are necessary.

224. (A) Item analysis
Item analysis is a fundamental step in the scientific process of test construction. It involves a systematic statistical evaluation of individual test items based on data from a preliminary administration. This process helps developers identify items that are too easy, too difficult, or fail to differentiate between different ability levels. By revising or removing problematic items, developers ensure the final version of the test is both reliable and valid, making it an essential quality control measure in professional assessment development.

225. (A) Both A and R are true and R is the correct explanation of A.
The relationship between reliability and validity is hierarchical, meaning that for a test to be valid, it must first be reliable. If an instrument does not produce consistent and stable scores, it cannot possibly be an accurate measure of the intended construct. Reliability is a necessary foundation

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211. (C) NEO Personality Inventory (NEO-PI)
The NEO Personality Inventory is a classic example of an objective personality test. It uses a structured format where individuals rate themselves on various statements using a Likert-type scale. These responses are then scored objectively according to a predetermined key and compared to normative data. This differs from projective tests like the Rorschach or TAT, which use ambiguous stimuli and involve more subjective interpretation. The NEO-PI provides a reliable measure of the Big Five personality traits in many settings.

212. (D) It achieves a similar level of measurement precision with fewer items.
The most significant advantage of computerized adaptive testing is its efficiency in measuring an individual's ability. By tailoring the difficulty of each item to the test-taker's performance, the software can quickly zero in on their true capability level. This means that a CAT can achieve the same level of measurement precision as a traditional fixed-form test while using significantly fewer items. This reduction in test length saves time and minimizes test-taker fatigue without compromising the overall reliability.

213. (C) Statement I is true, but Statement II is false.
Test standardization is a comprehensive process that includes both uniform administration procedures and the development of norms. While ensuring that all individuals take the test under similar conditions is a primary goal, a test is not considered fully standardized until it also has established norms from a representative sample. These norms provide the necessary frame of reference for interpreting individual scores. Therefore, both uniform administration and normative data are essential components for a test to be professionally classified as standardized.

214. (A) Educational and career counseling for high school students.
The Differential Aptitude Tests are most commonly used in educational and career counseling settings, particularly for high school students. By providing a profile of scores across several distinct ability areas, such as verbal reasoning and mechanical ability, the DAT helps students understand their specific strengths and weaknesses. This information is invaluable for exploring potential college majors and career paths, allowing students to make more informed decisions about their future based on an objective assessment of their aptitudes.

215. (A) (i), (ii), (iii)
Test standardization involves three core elements that ensure fairness and interpretability. First, it requires precise and identical instructions for administering the test to all participants. Second, it must have a fixed and objective scoring procedure that leaves no room for examiner bias. Third, it involves the development of norms by administering the test to a large, representative sample. These steps together allow for individual scores to be meaningfully compared against a standardized frame of reference in a professional manner.

216. (B) Internal consistency reliability
A high correlation between two halves of a test, adjusted by the Spearman-Brown formula, provides evidence of split-half reliability, which is a form of internal consistency. It indicates that the different items within the test are measuring the same underlying psychological construct. This is important for ensuring that the test is a unified and stable measure. Internal consistency differs from other forms of reliability and validity by focusing solely on the relationships between items within a single administration of the test.

217. (B) Neuropsychological testing
Neuropsychological testing would be highly relevant for understanding a child with normal intelligence who is struggling to learn to read. These tests can identify specific cognitive deficits, such as problems with phonological processing, visual-motor coordination, or memory, that may be underlying the reading difficulty. By pinpointing the exact nature of the cognitive challenge, psychologists can help diagnose learning disabilities and recommend targeted interventions that address the child's unique needs, going beyond what a general intelligence test can provide.

218. (A) Use a deviation IQ based on a normal distribution rather than a ratio IQ.
The Wechsler intelligence scales were groundbreaking in their move away from the traditional ratio IQ, which was calculated by

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work. By providing a profile of scores rather than just one result, they help individuals and organizations understand which roles are the best fit for the person's unique combination of skills and learning potential for future success.

233. (B) Having experts in the subject matter review the test items.
The content validity of an achievement test is best established through a systematic process of expert review. Subject matter experts evaluate the test items to ensure they representatively and accurately sample the entire domain of knowledge or skill being measured. This qualitative judgment is essential for confirming that the test is a fair and comprehensive measure of the curriculum or training program. Unlike statistical methods like correlation, this approach focuses on the inherent quality and relevance of the test content itself.

234. (C) Statement I is true, but Statement II is false.
The semantic differential scale and the Stapel scale are two different techniques for measuring attitudes. The semantic differential scale captures the connotative meaning of concepts using bipolar adjective pairs. In contrast, the Stapel scale is a unipolar rating system that uses a single adjective and a numbered scale from positive to negative. While both provide a quantitative measure of attitudes, they utilize different response formats. Therefore, the statement that the Stapel scale is bipolar is incorrect, as it is uniquely defined by its unipolar structure.

235. (A) Projective techniques
The Rorschach and the TAT are both classified as projective techniques because they utilize ambiguous stimuli to elicit open-ended responses from the individual. Whether it is an inkblot or a picture, the goal is to allow the person to project their own unconscious thoughts and motives onto the material. This shared methodological approach distinguishes them from objective personality inventories and other structured assessments. Clinicians use these qualitative insights to gain a deeper understanding of the individual's unique psychological functioning and personality dynamics in many settings.

236. (D) The variability or dispersion of scores around the mean.
The standard deviation is a fundamental statistic that measures the degree of variability or dispersion of a set of scores around their mean. A small standard deviation indicates that the scores are clustered closely around the average, while a large one signifies that the scores are spread out over a wider range. This measure is essential for understanding the distribution of scores in a normative sample and for calculating other important psychometric values, such as standard scores and the standard error of measurement.

237. (C) Awarding a legal degree or professional licensure.
While psychological testing is common in education for identifying learning disabilities and student placement, it is not typically used to directly award legal degrees or professional licensure. These are generally granted based on completing a specific curriculum and passing comprehensive professional examinations, such as the bar exam or board certifications. Psychological tests may inform decisions about whether someone is ready for such challenges, but they are not the legal mechanism for granting professional status or formal academic degrees in themselves.

238. (B) A person's likes and dislikes for various activities.
The primary focus of an interest inventory is to measure an individual's personal preferences for different types of activities and occupational fields. These instruments are designed to help people explore which career paths and educational programs align with what they enjoy doing. Unlike aptitude tests that assess ability or personality tests that measure traits, interest inventories focus solely on likes and dislikes. This information is invaluable for career guidance, facilitating self-discovery and helping individuals make more personally satisfying choices about their future.

239. (A) The difficulty in establishing clear and universally accepted criteria for what constitutes a creative response.
A major challenge in creativity testing is the inherent subjectivity in defining and scoring what constitutes a creative response. Unlike

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254. (D) item difficulty
Item difficulty refers to the proportion of individuals who successfully answer a specific question. When a very high percentage of test-takers provide the correct response, the item is statistically categorized by its difficulty level. This metric is essential during item analysis to ensure the final test contains a balanced range of questions suited for the target population being assessed.

255. (C) the specific psychological construct and type of test
The initial phase of test construction requires meticulous item writing guided by the underlying psychological construct and the intended format. Whether creating multiple-choice questions or performance tasks, the nature of these items must align with the specific trait being measured. This foundation ensures that the generated item pool is relevant to the measurement goal and intended test type.

256. (B) A test that is not reliable cannot be considered valid
Reliability involves the consistency of scores, while validity concerns the accuracy of what is being measured. A fundamental principle in psychometrics is that reliability is a necessary prerequisite for validity. Although an instrument can provide consistent results without being accurate, it cannot be considered an accurate measure of a specific construct if the results obtained are significantly inconsistent over time.

257. (D) provide a comparative framework for interpreting individual scores
Establishing norms involves testing a large, representative sample to create a frame of reference. These standards allow for the meaningful interpretation of an individual's score by comparing it to the performance of a standardized group. Without these comparative data points, raw scores lack the context necessary to determine if an individual performs at an average, above average, or below average level.

258. (A) Reliability
Reliability is a core pillar of test standardization defined by the dependability and consistency of measurement outcomes. A reliable instrument yields stable results across different administrations or forms, provided the trait being measured remains unchanged. This characteristic ensures that the observed scores are stable and not merely the result of random chance or measurement error during the testing process.

259. (C) validity
Validity is considered the most essential attribute of a psychological test because it addresses whether the instrument actually measures the intended construct. While other factors like reliability and norms are important, accuracy in measurement is paramount for scientific credibility. An instrument must demonstrate strong evidence of validity to be useful for interpreting psychological traits, behaviors, or specific mental states.

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260. (A) established norms
Norms provide the essential framework required to categorize individual test performance. By comparing a person's results against a large, standardized sample, evaluators can determine where that individual falls on a distribution. This comparative process is what enables labels such as above average, average, or below average, giving scientific and interpretive value to the assessment scores for meaningful psychological analysis.

261. (D) Convergent thinking
Intelligence testing traditionally focuses on convergent thinking, which involves applying logic and reasoning to find the single best solution to a well-defined problem. These assessments measure cognitive abilities like verbal comprehension and problem-solving to predict academic success. This approach contrasts with creativity testing, which prioritizes the generation of multiple unique ideas rather than one single correct answer to a prompt.

262. (B) The originality and uniqueness of ideas
Creativity assessment focuses on measuring an individual's capacity for divergent thinking. Key evaluative aspects include originality, which refers to the uniqueness of the ideas produced, as well as fluency and flexibility. Unlike intelligence tests that seek a single correct answer, creativity tests look for the potential for novel thought and

the test is refined, and then it undergoes full standardization, which includes establishing uniform administration procedures and developing norms from a large sample. Finally, the test is produced and published for use. This systematic process ensures the final instrument is professionally sound.

247. (C) Increase the client's self-knowledge and facilitate the exploration of options.
The primary goal of using psychological tests for career guidance is to provide clients with a deeper and more objective understanding of their own interests, aptitudes, and personality. This enhanced self-knowledge allows the individual to more effectively explore various vocational options and make informed decisions that are a good fit for their personal characteristics. Rather than telling the client which job to take, the counselor uses these tools to facilitate self-discovery and empower the individual to take charge of their own career path.

248. (D) Deviation IQ with a mean of 100 and a standard deviation of 15.
The Full Scale IQ on the Wechsler intelligence scales is a deviation IQ, which represents an individual's performance relative to others in their own age group. It is mathematically transformed to have a fixed mean of one hundred and a standard deviation of fifteen. This standardized scoring system allows for a consistent and meaningful interpretation of an individual's relative standing within a normal distribution. It is the standard method for scoring most modern intelligence tests, providing a reliable measure of overall cognitive functioning across the lifespan.

249. (A) (i), (ii), (iii), (iv)
Psychological testing in organizational settings is versatile, supporting personnel selection, placement, and the identification of training needs. These tools also help evaluate program effectiveness and assess consumer attitudes. While clinical diagnosis may occur in specialized workplace health contexts, the primary focus of organizational testing is enhancing performance, placement, and understanding general attitudes within the business environment. This data-driven approach allows companies to make more informed decisions regarding their employees and their overall market strategy, leading to improved workplace efficiency and organizational success.

250. (C) Statement I is false, but Statement II is true.
Face validity refers to whether a test appears to measure what it claims to measure from the perspective of the test-taker. It is not a statistical or objective measure of accuracy. Content validity is established by having subject matter experts systematically evaluate the test items to ensure they represent the intended domain. Therefore, while face validity is subjective and non-statistical, content validity relies on professional judgment and thorough domain analysis. Correctly understanding these different forms of validity is essential for accurate test evaluation and selection.

251. (B) To evaluate the quality and effectiveness of individual test items
Statistical item analysis evaluates individual item performance within a test. This procedure examines key metrics like difficulty and discrimination to ensure each component contributes meaningfully to the measured construct. By identifying items that are flawed, too simple, or poorly differentiating, developers can refine the instrument into a psychometrically sound and objective measurement tool that ensures overall test quality.

252. (A) an iterative and continuous cycle
Refining psychological tests involves a recurring process where items are written, statistically evaluated, and then revised or removed. This cycle of analysis and improvement is not a one-time event but a fundamental aspect of creating reliable instruments. Continuous evaluation ensures that the final collection of questions moves from subjectivity toward precise, objective scientific measurement of the target construct.

253. (C) Item discrimination
Item discrimination is a statistical metric used to evaluate how effectively a specific test question distinguishes between participants with high and low overall scores. It serves as a quality indicator, ensuring that individual items contribute to the test's ability to rank test-takers accurately based on the target psychological construct being measured by the assessment for precise results.

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intelligence tests where answers are often clearly right or wrong, creativity involves subjective qualities like originality and aesthetic value. Establishing clear and universally accepted criteria for these dimensions is difficult, which can lead to lower inter-rater reliability and challenges in validation. This ongoing debate about how to objectively measure such a complex and multifaceted trait remains a central issue in the field of psychological assessment.

240. (C) Individual Test: Allows for observation of behavior during testing.
A key feature of individual tests, such as the WAIS, is that they allow the examiner to directly observe the test-taker's behavior during the assessment. This provides valuable qualitative information that group tests cannot capture, such as the person's level of anxiety, persistence, and specific problem-solving strategies. These clinical observations can significantly enhance the interpretation of the numerical test scores, leading to a more complete and accurate understanding of the individual's psychological functioning and overall performance in various professional contexts.

241. (B) P-2, Q-1, R-4, S-3
Different psychological scales utilize unique response formats to measure attitudes and traits. The Likert scale uses summated ratings of agreement with statements. The Semantic Differential features rating a concept between bipolar adjective pairs. The Stapel scale employs a unipolar rating system with a single adjective. Forced-choice items require the respondent to choose between two or more specific statements. Correctly matching these scales with their formats is essential for selecting the most appropriate tool for a given research or clinical assessment task.

242. (B) A candidate's potential leadership and problem-solving skills in realistic scenarios.
In military settings, situational judgment tests are used to evaluate how a candidate would respond to realistic and complex challenges they may face in leadership roles. These assessments require individuals to judge the effectiveness of different potential actions in a given scenario. By measuring these practical problem-solving skills and decision-making abilities, the military can more accurately predict which individuals have the highest potential for success in demanding leadership positions, contributing to better officer selection and overall mission effectiveness.

243. (B) High parallel forms reliability
A correlation of plus zero point eight five between two different forms of the same test indicates high parallel forms reliability. This means that both versions of the test are measuring the same construct consistently and that an individual's score is likely to be similar regardless of which form they take. Establishing this high level of consistency is crucial for large-scale testing programs where multiple versions are used to ensure security and prevent cheating while maintaining a fair and reliable assessment for all participants.

244. (C) Wisconsin Card Sorting Test (WCST)
The Wisconsin Card Sorting Test is a neuropsychological instrument specifically designed to evaluate frontal lobe executive functions, such as abstract reasoning and cognitive flexibility. It requires individuals to sort cards based on rules that change without warning, forcing them to inhibit old strategies and shift their mental set based on feedback. Because the frontal lobes are responsible for these high-level processes, the WCST is a standard tool for identifying brain damage or dysfunction that affects complex planning and cognitive control.

245. (A) To establish the overall validity of the test.
While item analysis is a critical part of test development, its primary purpose is not to establish the overall validity of the test. Instead, it focuses on evaluating the quality of individual items by determining their difficulty, discrimination power, and the effectiveness of distractors. Overall validity is a much broader concept that requires evidence from multiple sources beyond the statistical properties of the items themselves. Item analysis helps build a better test, but validation is a separate and more comprehensive process.

246. (B) (ii), (iii), (iv), (i)
The development of a standardized test follows a logical sequence of stages. It begins with test conceptualization and item writing. These items are then tested in a pilot study or tryout to collect data for item analysis. Based on these results,

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the generation of innovative, non-traditional solutions in various contexts.

263. (C) creativity testing assesses the ability to generate multiple solutions, while intelligence testing often focuses on one correct answer
The primary distinction between these two areas lies in the type of thinking they evaluate. Intelligence testing typically measures convergent thinking, aimed at finding a specific correct answer through logic. In contrast, creativity testing measures divergent thinking, which is the ability to generate various unique ideas or solutions. Both offer distinct insights into an individual's unique and complex cognitive profile.

264. (D) the number of ideas generated
Fluency is a specific metric used in creativity assessment to quantify the total number of ideas an individual generates in response to an open-ended prompt. It is one of several components, alongside flexibility and originality, used to evaluate divergent thinking. High fluency indicates a strong capacity to produce many potential solutions or responses within a given context and timeframe.

265. (A) Intelligence assesses logical deduction, while creativity assesses novel thought
Intelligence testing is centered on logical deduction and convergent thinking to determine what a person knows or can logically conclude. Conversely, creativity assessment aims to capture the potential for novel thought and innovation through divergent thinking. These different focuses allow educational and organizational psychologists to identify diverse cognitive strengths, ranging from standard logical reasoning to unique, creative, and innovative potential.

266. (B) Personality inventories measure enduring traits, while interest inventories measure patterns of likes and dislikes
Personality inventories focus on the enduring traits and dispositions that define an individual's character. In contrast, interest inventories map an individual's preferences regarding various activities, occupations, and subjects. While personality tools describe who a person is, interest tools clarify what they enjoy, making both instruments complementary but distinct components of a comprehensive psychological evaluation for personal and professional development.

267. (B) career guidance
Interest inventories are primarily applied in the field of career guidance. By mapping a person's likes and dislikes across different subjects and activities, these tools help align an individual's preferences with potential professional paths. This alignment is essential for fostering long-term career satisfaction and success, as it clarifies what an individual enjoys doing rather than just focusing on their traits.

268. (A) enduring traits and dispositions
Personality assessment involves the measurement of the stable and enduring traits, characteristics, and dispositions that form an individual's unique character. These evaluations typically use structured inventories consisting of statements to which individuals respond. The goal is to create a profile across multiple personality dimensions, providing a standardized way to describe a person's characteristic patterns of behavior and internal thought.

269. (C) complementary tools that provide different types of information
Personality and interest inventories serve complementary purposes in psychological evaluation. Personality tools describe the fundamental character and traits of an individual, while interest inventories focus on vocational preferences and activities. Using both types of assessments allows for a more comprehensive understanding of a person, providing diverse data points that are useful for both clinical insight and professional career development.

270. (D) responding to a set of pre-defined statements or questions
A structured personality inventory is characterized by the use of standardized, pre-defined statements or questions. Respondents indicate how well these items describe them, allowing for objective scoring and the generation of a personality profile. This methodical approach contrasts with unstructured interviews or subjective observations, ensuring that the measurement of traits remains consistent,

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requirements of the job. By using standardized measurement tools, businesses can make more objective hiring decisions that contribute to overall organizational effectiveness and productivity levels.

288. (B) Organizational and business
Identifying high-potential employees for leadership development and promotion is a key application of psychological testing within organizational and business settings. Assessments are used to evaluate which individuals possess the traits and abilities necessary for advancement. This strategic use of testing helps companies build effective teams and plan for future leadership needs by objectively measuring employee potential and current performance levels effectively.

289. (D) monitoring a patient's progress over time
Within the clinical setting, psychological tests serve a dual purpose: they facilitate initial diagnostic clarification and are used to monitor a patient's progress throughout treatment. By periodically reassessing the individual, mental health professionals can obtain objective data on whether symptoms are improving or if treatment strategies need adjustment. This ongoing evaluation is essential for providing effective and evidence-based clinical care.

290. (A) An attitude scale
Organizations often use attitude scales to gauge employee morale and job satisfaction. These structured tools provide valuable feedback by quantifying subjective feelings about the work environment, leadership, and company culture. Understanding the overall attitude of the workforce allows management to identify areas for improvement, ultimately helping to enhance employee engagement and the general health of the organizational and business environment.

291. (C) identify students needing special support or enrichment
In educational settings, intelligence and achievement tests are primarily used for student identification. These instruments help schools recognize students who may have learning disabilities requiring special support, as well as those who are gifted and need academic enrichment. By using these objective measures, educators can ensure that every student receives the appropriate resources and instruction to succeed in their unique environment.

292. (A) To foster client self-understanding and support decision-making
The primary goal of testing in a counseling setting is to facilitate personal growth and self-understanding for the client. Counselors use various instruments to help individuals gain insight into their emotional patterns and interpersonal styles. These insights support more informed decision-making and goal clarification, helping clients navigate life challenges rather than focusing strictly on clinical diagnosis or specific academic placement.

293. (D) educational
Using test data to evaluate the effectiveness of educational programs or new curricula is a specific application within the educational setting. These assessments provide objective data on student outcomes, allowing administrators to determine if teaching methods or course materials are meeting their goals. This broader use of testing ensures that educational systems remain accountable and can continuously improve their offerings.

294. (B) help a client gain insight into their interpersonal style
In a counseling context, a personality inventory is typically used to help a client explore their own character and interpersonal style. By understanding their enduring traits and emotional patterns through a standardized tool, clients can gain the insight necessary to improve their relationships and personal well-being. This application focuses on self-discovery and growth rather than diagnosing a specific clinical disease.

295. (C) education focuses on placement and evaluation, while counseling focuses on personal growth
A key distinction between these fields is their primary objective for testing. Educational testing is often centered on student placement, identification of special needs, and the evaluation of curriculum effectiveness. Conversely, counseling testing prioritizes the client's internal development, self-understanding, and personal growth. Both fields use standardized tools

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deficits caused by neurological diseases or brain injuries. These assessments evaluate areas like language and executive function to characterize the nature and extent of impairment. This information is crucial for localizing brain-related issues and creating effective rehabilitation plans tailored to the specific cognitive strengths and weaknesses of the patient.

280. (D) aptitude test
A mechanical reasoning test serves as an example of an aptitude test because it is used to predict future success in engineering or technical fields. It measures potential rather than existing mastery of the subject. By evaluating an individual's innate ability to understand mechanical principles, organizations can estimate how well a candidate might perform after receiving specialized training and future education.

281. (A) It offers a high degree of standardization in test administration
Computer-Based Psychological Testing offers a high degree of standardization because the computer ensures every test-taker receives identical instructions and timing. This consistency minimizes variability that might otherwise be introduced by human administrators. Additionally, the presentation of items remains uniform for everyone, leading to more reliable results and a more fair testing environment compared to traditional paper-and-pencil testing formats.

282. (B) the difficulty of the test adjusts based on the test-taker's performance
Computer-adaptive testing is a sophisticated application of computer-based assessment where the difficulty level is dynamically adjusted in real-time. The software analyzes each response to determine the level of the next item presented. This adaptive process allows for a more precise measurement of a person's ability, often using fewer questions than traditional fixed-length tests to reach a reliable, scientifically valid conclusion.

283. (B) It presents an easier item
In computer-adaptive testing, the selection of each question depends on the performance on previous items. If a test-taker provides an incorrect answer, the system automatically adjusts by presenting an easier item next. This iterative adjustment continues throughout the assessment, allowing the test to efficiently pinpoint the individual's exact level of ability or knowledge through a series of algorithmic corrections and presentations.

284. (A) increased accuracy and rapid feedback
Immediate scoring is a key feature of computer-based testing that eliminates the risk of human error associated with manual grading. This automation leads to highly accurate results and allows for rapid feedback to be provided to the test-taker or administrator. The speed and precision of computerized scoring represent a significant efficiency improvement over traditional paper-and-pencil methods of psychological assessment.

285. (C) enhanced efficiency and precision in measurement
The transition from paper-and-pencil formats to computer-based testing has led to enhanced efficiency and precision in psychological measurement. Computers allow for sophisticated designs like adaptive testing, standardized administration, and error-free scoring. These technological advancements provide more accurate data with less administrative burden, offering new possibilities for the design, delivery, and interpretation of tests across various psychological and educational settings.

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286. (D) Aiding in diagnostic clarification and treatment planning
In clinical environments, psychological tests are indispensable for clarifying diagnoses and differentiating between various mental health conditions. Professionals use these tools to identify specific cognitive or emotional difficulties, which then informs the development of targeted treatment plans. Furthermore, testing allows clinicians to monitor a patient's progress over time, ensuring that therapeutic interventions remain effective and responsive to the individual's changing needs.

287. (C) predict job performance and assess person-job fit
Organizations utilize aptitude and personality tests primarily during the selection process to predict how well a candidate will perform in a specific role. These assessments help ensure a good fit between the individual's traits and the

38. Which of the following pairs is incorrectly matched?
(A) Skeletal muscle - Voluntary movement
(B) Skeletal muscle - Hormone secretion
(C) Smooth muscle - Digestion
(D) Cardiac muscle - Heart contraction

39. The sleep-wake cycle is a primary example of a biological rhythm regulated by internal mechanisms. What is this an example of?
(A) A homeostatic drive
(B) A fight-or-flight response
(C) A reflex arc
(D) A circadian rhythm

40. Hormones differ from neurotransmitters in that hormones:
(A) Travel through the bloodstream to act on distant biological targets.
(B) Act more rapidly and over significantly shorter physical distances.
(C) Are only produced by specialized neurons within the spinal cord.
(D) Only affect psychological mood and not general physiological processes.

41. In the context of the nature-nurture controversy, "nurture" refers to all of the following influences EXCEPT:
(A) Upbringing and parenting styles
(B) Social and cultural translation
(C) Inherited genetic predispositions
(D) Education and life experiences

42. The process where sensory receptors become less responsive to a constant, unchanging stimulus is known as:
(A) Sensory adaptation
(B) Transduction
(C) The all-or-none law
(D) Synaptic pruning

43. Consider the following statements regarding neural components:
Statement I: The axon is the part of the neuron that transmits the neural impulse toward other neurons.
Statement II: The soma, or cell body, is responsible for producing the myelin sheath.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

44. Which of the following statements about the divisions of the nervous system is correct?
(A) The Central Nervous System is composed of the somatic and autonomic systems.
(B) The Autonomic Nervous System is a part of the Peripheral Nervous System.
(C) The Peripheral Nervous System includes the brain and spinal cord.
(D) The Somatic Nervous System controls glands and internal organs.

45. Consider the following statements regarding the functions of the glandular system:
a. Regulation of metabolism
b. Control of growth and development
c. Response to stress
d. Conduction of neural impulses
Which of the above statements are correct?
(A) a and b only
(B) a, b, and c
(C) c and d only
(D) a, b, c, and d

46. The biological drive for sexual behavior is influenced by:
(A) Blood glucose levels exclusively
(B) The parasympathetic nervous system only
(C) The cerebellum's motor control functions
(D) Hormones such as testosterone and estrogen

47. The limbic system is often referred to as the:
(A) "Emotional brain"
(B) "Visual center" of the brain
(C) "Motor strip" of the brain
(D) "Language center" of the brain

48. A chromosomal anomaly where a female has only one X chromosome (XO) is known as:
(A) Down Syndrome
(B) Turner Syndrome
(C) Klinefelter Syndrome (XXY)
(D) Fragile X Syndrome

49. Recording the firing of a single neuron using a very fine, surgically implanted wire is an example of a(n):
(A) EEG study
(B) Microelectrode study

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but apply the results toward different types of individual, social, and systemic support.

296. (D) To place personnel in roles that match their specific skills
Aptitude tests are a critical component of the military's personnel management system, used specifically for classification and assignment. These tests identify the innate potential and specific skills of recruits, allowing the organization to place them in suitable roles ranging from technical specialties to leadership. This matching process ensures that the military maximizes its human resources and places personnel where they will be successful.

297. (A) clarify an individual's vocational passions and preferences
Career guidance professionals use interest inventories to help individuals clarify their vocational passions and preferences. By mapping a person's likes and dislikes regarding different subjects and activities, these tools identify potential career paths that align with what the individual enjoys doing. This self-discovery is a vital step in making informed professional decisions and achieving long-term satisfaction in the workplace.

298. (B) assess fitness for duty and identify psychological issues
Beyond initial recruitment and selection, the military uses psychological testing to assess a service member's ongoing fitness for duty. These assessments are crucial for identifying psychological issues that may stem from high-stakes environments or combat stress. Detecting these problems early allows for timely mental health interventions, supporting both the well-being of the individual soldier and the overall mission readiness.

299. (B) In the military they are for assignment, while in career guidance they are for exploration of potential
The function of aptitude tests differs based on the setting's goals. In the military, these tests are primarily used for the practical assignment of personnel to specific roles that match their skills. In career guidance, however, they serve an exploratory purpose, helping individuals understand their own potential for success in various fields as they plan their professional future and further education.

300. (A) help a client identify suitable and satisfying career paths
Career counselors integrate the results from interest inventories and aptitude tests to help clients identify professional paths that are both suitable for their skills and satisfying for their preferences. While interest tools reveal vocational passions, aptitude tests estimate the potential for success in those fields. This combination allows for comprehensive career planning that considers both what a person enjoys.

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reliable, and grounded in rigorous statistical validation.

271. (C) Semantic Differential scale
The Semantic Differential scale is a specific technique used to measure the connotative meaning of concepts. It requires respondents to rate a concept along a continuum between bipolar adjective pairs, such as Good-Bad or Strong-Weak. This approach captures subjective feelings and attitudes by placing a mark between two opposite poles, allowing for the quantification of otherwise qualitative and internal cognitive experiences.

272. (B) the level of agreement or disagreement with a statement
The Likert scale is a widely used attitude measurement tool that presents a statement and asks for a response along a continuum. Typically using five or seven points, it measures the intensity of an individual's agreement or disagreement, ranging from strongly agree to strongly disagree. This structure provides a numerical method to quantify subjective attitudes for systematic comparison and scientific analysis.

273. (D) Staples scale
The Staples scale is a unipolar rating tool designed to measure both the direction and intensity of an attitude. It uses a single adjective or phrase and a scale with positive and negative values. Because it does not offer a neutral zero point, it forces respondents to make a choice, providing clear data on whether an attitude is favorable or unfavorable.

274. (A) provide a structured method for quantifying attitudes
While the Likert, Semantic Differential, and Staples scales use different formats, they share the same fundamental goal of quantifying subjective attitudes. By using structured rating systems and continua, these scales transform qualitative personal opinions into numerical data. This process allows researchers and psychologists to conduct systematic analyses and make objective comparisons between different individuals or groups regarding various social topics.

275. (C) The Semantic Differential scale
The Semantic Differential scale is the most appropriate tool for measuring the connotative meaning of a specific concept. By utilizing bipolar adjective pairs like Effective-Ineffective, it allows a researcher to map how a person perceives a concept across different dimensions. This method is specifically designed to capture the underlying emotional or evaluative associations that individuals have with a target subject.

276. (A) assess cognitive functions linked to brain health and integrity
Neuropsychological tests are clinical instruments used to evaluate cognitive functions directly associated with brain health, including memory, attention, and executive functioning. These tools are vital for identifying cognitive deficits that might stem from brain injuries, neurological diseases, or developmental disorders. By observing performance on specialized tasks, clinicians can infer the integrity of neural systems to guide diagnosis and rehabilitation.

277. (D) neuropsychological tests are diagnostic, while aptitude tests are predictive
The primary distinction lies in their temporal focus and clinical application. Neuropsychological tests are diagnostic tools that evaluate current cognitive functioning to identify potential brain-related issues or injuries. Aptitude tests, however, are predictive in nature; they are designed to estimate an individual's potential for future success or the acquisition of new skills in specific academic or vocational domains over time.

278. (B) an individual's potential for future success in a specific domain
Aptitude tests are specifically designed to estimate the potential an individual has for succeeding in a future endeavor or acquiring a particular skill. Unlike achievement tests, which measure current knowledge, aptitude tests look forward to predict performance in areas like engineering or academics. They help identify underlying talents that can be developed through training or further education in specific professional fields.

279. (C) identify cognitive deficits resulting from a neurological disease
Clinicians utilize neuropsychological tests as diagnostic instruments to uncover cognitive

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regulating hunger and satiety.
b. Hormones such as ghrelin stimulate appetite.
c. Blood glucose levels have no impact on the sensation of hunger.
d. Lesions in the ventromedial hypothalamus can lead to overeating.

Which of the above statements are correct?
(A) a, b, and d
(B) a and c only
(C) b, c, and d
(D) a, b, c, and d

10. Read the following scenario and answer the question:
A patient exhibits difficulty processing emotions, especially fear, and has trouble forming new emotional memories. Damage to which part of the limbic system is the most likely cause?
(A) Amygdala
(B) Hippocampus
(C) Thalamus
(D) Cingulate gyrus

11. The nature-nurture controversy primarily explores the relative contributions of which two factors to human behavior?
(A) Hormones and neurotransmitters
(B) Conscious and unconscious mind
(C) Brain and spinal cord
(D) Genetics and environment

12. Regarding the characteristics of synaptic transmission, consider the following statements:
a. It involves the flow of ions directly from one neuron to another through gap junctions.
b. It is a process that occurs at the synapse between two neurons.
c. It utilizes chemical messengers called neurotransmitters.
d. The neurotransmitters bind to receptors on the postsynaptic neuron.
e. It is typically a slower process than electrical transmission across a neural impulse.

Which of the above statements are correct?
(A) a, c, d, and e
(B) b, c, and d only
(C) a, b, and c only
(D) b, c, d, and e

13. What is the term for a specific location on the cell body or dendrite that receives chemical signals from a presynaptic neuron?
(A) Axon terminal
(B) Myelin sheath
(C) Receptor site
(D) Synaptic vesicle

14. Identify the incorrect statement about the peripheral nervous system (PNS).
(A) It consists of the complex network of all neural tissue found outside the brain and spinal cord.
(B) It is structurally divided into the somatic nervous system and the autonomic nervous system.
(C) It acts as a transmission system carrying various messages to and from the central nervous system.
(D) It is responsible for processing complex cognitive functions and high-level decision-making.

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15. Identify the correct chronological order of the following events during a neural impulse:
a. Resting potential
b. Depolarization (Action potential fires)
c. Repolarization
d. Refractory period
(A) a, b, c, d
(B) b, a, d, c
(C) a, c, b, d
(D) d, a, b, c

16. Which type of gland secretes hormones directly into the bloodstream to regulate behavior and bodily functions?
(A) Exocrine gland
(B) Endocrine gland
(C) Salivary gland
(D) Sebaceous gland

17. In twin studies, a higher concordance rate for a trait among monozygotic twins compared to dizygotic twins suggests a strong influence of:
(A) Environmental factors
(B) Genetic factors
(C) Random chance
(D) Nurturing style

18. Match the brain structures in List I with their primary functions in List II:
List I: (Brain Structure)
P. Medulla
Q. Cerebellum
R. Thalamus
S. Cerebral Cortex
List II: (Primary Function)
1. Relay station for sensory information
2. Higher-order thinking and language
3. Regulation of vital functions like breathing
4. Coordination of movement and balance
Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

19. A study where a specific part of an animal's brain is intentionally damaged or removed to observe subsequent changes in behavior is using a(n):
(A) EEG technique
(B) Anatomical method
(C) Lesion technique
(D) Scanning method

20. Which of the following is the most accurate description of a neurotransmitter?
(A) A type of regulatory hormone that travels through the bloodstream to reach distant organs.
(B) An electrical signal that travels down the axon to trigger a response in the next cell.
(C) A specific nutrient that provides the necessary energy for sustained neural activity.
(D) A chemical messenger that transmits signals across a synapse to another neuron.

21. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The autonomic nervous system controls involuntary bodily functions such as heart rate and digestion.
Reason (R): The autonomic nervous system is composed of the sympathetic and parasympathetic divisions, which often have opposing effects.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

22. The "all-or-none" principle of a neural impulse states that:
(A) A neuron can fire with varying degrees of intensity.
(B) A neuron either fires at full strength or does not fire at all.
(C) All neurons in a pathway fire simultaneously or none fire.
(D) A neurotransmitter is either fully released or not released at all.

23. Which sensory system is responsible for the sense of balance and spatial orientation?
(A) Olfactory system
(B) Auditory system
(C) Gustatory system
(D) Vestibular system

24. Which of the following statements correctly identifies the functions of the two main divisions of the Central Nervous System (CNS)?
(A) The brain processes and interprets information, while the spinal cord provides pathways and controls reflexes.
(B) The brain primarily controls automatic reflexes, while the spinal cord is solely responsible for abstract thought.
(C) The spinal cord regulates various hormones, while the brain exclusively controls all voluntary skeletal muscles.
(D) The brain and spinal cord share identical functions, but are located in geographically different parts of the body.

25. Hormonal regulation of behavior is primarily managed by the:
(A) Central nervous system
(B) Somatic nervous system
(C) Endocrine system
(D) Digestive system

26. A chromosomal anomaly characterized by the presence of an extra copy of chromosome 21 is known as:
(A) Down Syndrome

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(B) Turner Syndrome
(C) Klinefelter Syndrome
(D) Phenylketonuria

27. The concept of neuroplasticity challenges which of the following older beliefs about the brain?
(A) The brain consumes a large amount of the body's energy.
(B) Different brain regions are specialized for different functions.
(C) The brain is composed of cells called neurons.
(D) The adult brain is a static and unchangeable organ.

28. Which of the following is an example of a specific sensation?
(A) Touch
(B) Vision
(C) Pain
(D) Temperature

29. What is the primary role of the myelin sheath that covers many axons?
(A) To receive chemical signals from other neurons
(B) To synthesize neurotransmitters
(C) To increase the speed of the neural impulse
(D) To provide nutrients to the neuron

30. The "fight-or-flight" response, characterized by increased heart rate and alertness, is activated by which part of the nervous system?
(A) Parasympathetic division
(B) Somatic nervous system
(C) Central nervous system
(D) Sympathetic division

31. Which of the following statements about methods in physiological psychology is incorrect?
(A) Lesion studies are considered a non-invasive technique.
(B) Invasive methods involve physically entering or altering the body.
(C) EEG is a non-invasive method that measures brain waves.
(D) Scanning methods like fMRI can observe brain function without surgery.

32. The biological basis of thirst is most directly regulated by:
(A) The level of glucose in the blood
(B) The concentration of solutes in the body fluids
(C) The stretching of the stomach walls
(D) The amount of REM sleep

33. Which set of structures is most central to the limbic system's role in emotion?
(A) Cerebellum, pons, and medulla
(B) Amygdala, hippocampus, and hypothalamus
(C) Occipital lobe, parietal lobe, and temporal lobe
(D) Thalamus, corpus callosum, and basal ganglia

34. Adoption studies are used in behavioral genetics to:
(A) Separate the influence of genetics from the influence of the shared family environment.
(B) Determine the various specific effects of the prenatal environment on adult behavior.
(C) Study how particular traits are passed down across multiple successive generations.
(D) Analyze the long-term impact of chromosomal anomalies on specialized cognitive function.

35. The tiny gap between the axon terminal of one neuron and the dendrite of another is called the:
(A) Synaptic vesicle
(B) Myelin sheath
(C) Synaptic cleft
(D) Axon hillock

36. Which type of neuron carries messages from the central nervous system to the muscles and glands?
(A) Sensory neuron
(B) Interneuron
(C) Glial cell
(D) Motor neuron

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37. A researcher traces the path of degenerating axons after a specific brain area is damaged. This researcher is using a:
(A) Lesion technique
(B) Chemical method
(C) Degeneration technique
(D) Microelectrode study

CHAPTER 04
Biological Basis of Behaviour

1. Which of the following is best described as the process by which sensory stimuli are converted into signals the brain can interpret?
(A) Sensation
(B) Transduction
(C) Perception
(D) Adaptation

2. Consider the following statements regarding types of sensations:
Statement I: General sensations, such as touch and temperature, are distributed throughout the body.
Statement II: Specific sensations, such as vision and hearing, are localized to complex sense organs.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

3. Which part of the neuron is primarily responsible for receiving signals from other neurons?
(A) Axon
(B) Myelin Sheath
(C) Dendrite
(D) Soma

4. Identify the correct statement regarding the function of neurons.
(A) Neurons primarily serve to provide structural support and metabolic insulation in the brain.
(B) Neurons are located only in the central nervous system and do not exist within the periphery.
(C) All neurons maintain the same basic structural framework and function without specialization.
(D) Neurons are specialized cells that transmit information through electrical and chemical signals.

5. A researcher wants to study the surface electrical activity of the brain without surgically implanting any devices. Which of the following non-invasive methods would be most appropriate?
(A) Microelectrode studies
(B) Lesion techniques
(C) Electroencephalography (EEG)
(D) Chemical methods

6. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Neuroplasticity allows the brain to reorganize itself by forming new neural connections throughout life.
Reason (R): The brain's structure is fixed after early childhood and cannot be modified by experience.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

7. All of the following are considered invasive methods in physiological psychology EXCEPT:
(A) Lesion techniques
(B) Degeneration techniques
(C) Microelectrode studies
(D) Scanning methods

8. What is the primary function of the muscular system in the context of behavior?
(A) To generate movement and maintain posture
(B) To produce hormones that regulate mood
(C) To transmit sensory information to the brain
(D) To break down nutrients for energy

9. Consider the following statements regarding the biological basis of hunger:
a. The hypothalamus plays a crucial role in

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(C) Scanning method
(D) Anatomical method

50. The junction where an impulse is transmitted from one neuron to another is the:
(A) Synapse
(B) Nucleus
(C) Node of Ranvier
(D) Cell body

51. The peripheral nervous system is subdivided into the:
(A) Brain and spinal cord
(B) Sympathetic and parasympathetic systems
(C) Central and autonomic systems
(D) Somatic and autonomic systems

52. The brain's ability to reroute functions to other areas after damage is a key example of:
(A) Synaptic transmission
(B) Neuroplasticity
(C) The refractory period
(D) Hormonal regulation

53. Which of the following is considered a "general sensation"?
(A) Hearing
(B) Taste
(C) Pressure
(D) Smell

54. Which of the following methods would be best for visualizing the structure of the brain in a living person, but not its function?
(A) Electroencephalography (EEG)
(B) Positron Emission Tomography (PET)
(C) Computed Tomography (CT) scan
(D) Microelectrode recording

55. Match the glands in List I with their primary hormone or function in List II:
List I: (Gland)
P. Adrenal Gland
Q. Pancreas
R. Pituitary Gland
S. Gonads (Testes/Ovaries)
List II: (Primary Hormone/Function)
1. Insulin/Glucagon (Blood sugar regulation)
2. Testosterone/Estrogen (Sexual characteristics)
3. Master gland, regulates other glands
4. Adrenaline (Stress response)
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-1, R-3, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-4, S-3

56. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The limbic system is deeply involved in processing emotions, learning, and memory.
Reason (R): The cerebellum, a part of the limbic system, coordinates voluntary movements.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

57. The primary motivation for drinking water is a response to cellular dehydration, which constitutes the biological basis of:
(A) Hunger
(B) Sleep
(C) Thirst
(D) Sex drive

58. What is the most significant advantage of twin studies in the nature-nurture debate?
(A) They allow researchers to control the environmental variables completely.
(B) They help to disentangle the relative effects of shared genetics and environment.
(C) They are less expensive and significantly easier to conduct than other studies.
(D) They can identify specific genes responsible for various complex behaviors.

59. Which of the following correctly describes the function of the Somatic Nervous System?
(A) It regulates involuntary functions like heart rate and breathing.
(B) It controls voluntary movements of skeletal muscles.
(C) It processes emotions and memories.
(D) It is responsible for the "fight-or-flight" response.

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c. Interneuron
d. Sensory receptor
(A) d, a, c, b
(B) b, c, a, d
(C) d, b, c, a
(D) a, c, b, d

102. The biological basis of hunger is NOT influenced by which of the following?
(A) Hypothalamic regulation
(B) Hormones like insulin and ghrelin
(C) Blood glucose levels
(D) The amount of myelination on axons

103. A person experiences a sudden, intense fear response. This is primarily mediated by the hormonal release of adrenaline from the:
(A) Pituitary gland
(B) Thyroid gland
(C) Adrenal glands
(D) Pancreas

104. The primary argument of "nature" in the nature-nurture debate is that behavior is largely determined by:
(A) Life experiences
(B) Cultural norms
(C) Genetic inheritance
(D) Educational attainment

105. A neuron that transmits signals between other neurons, and is not directly a sensory or motor neuron, is called a(n):
(A) Glial cell
(B) Interneuron
(C) Afferent neuron
(D) Efferent neuron

106. Consider the following statements regarding the protection of the nervous system:
Statement I: The central nervous system is encased in bone for protection.
Statement II: The peripheral nervous system consists of all the nerves that are not encased in bone.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

107. Identifying the incorrect pair:
(A) Invasive Method - Lesioning
(B) Non-invasive Method - EEG
(C) Invasive Method - Microelectrode recording
(D) Non-invasive Method - Degeneration technique

108. Smooth muscles are responsible for:
(A) Pumping blood through the heart
(B) Voluntary movements like walking
(C) Involuntary contractions of internal organs like the intestines
(D) Rapid, reflexive movements of the limbs

109. Which brain structure is critically involved in regulating the four motivated behaviors of hunger, thirst, sleep, and sex?
(A) Cerebellum
(B) Hypothalamus
(C) Cerebral cortex
(D) Medulla

110. The role of the hippocampus within the limbic system is most closely associated with:
(A) Generating fear responses
(B) Regulating hunger and thirst
(C) The formation of new long-term memories
(D) Controlling sleep-wake cycles

111. A study finds that adopted children's IQ scores are more similar to their biological parents' scores than their adoptive parents' scores. This finding supports the influence of:
(A) Nurture
(B) Random error
(C) The adoptive environment
(D) Nature

112. The release of neurotransmitters from the axon terminal into the synaptic cleft is triggered by:
(A) The arrival of an action potential at the axon terminal.
(B) The binding of hormones to the postsynaptic membrane.
(C) The mechanical pressure received from the dendrite.
(D) A decrease in the neuron's overall metabolic rate.

113. A professional pianist has a larger-than-average cortical area devoted to finger control compared

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(B) Thirst - Low blood glucose
(C) Sleep - Circadian rhythm disruption
(D) Sex - High levels of serotonin

71. The amygdala, hippocampus, and hypothalamus are key components of the:
(A) Endocrine system
(B) Peripheral nervous system
(C) Limbic system
(D) Muscular system

72. If a trait is influenced heavily by nurture, which of the following scenarios would be most likely?
(A) Monozygotic twins raised apart are more similar than dizygotic twins raised together.
(B) Adopted children show more resemblance for the trait to their adoptive parents than to their biological parents.
(C) The trait has nearly 100% concordance in monozygotic twins, regardless of environment.
(D) The trait is directly linked to a specific chromosomal anomaly.

73. The function of sensory receptors is to:
(A) Transduce environmental energy into neural signals.
(B) Execute motor commands from the brain.
(C) Secrete hormones into the bloodstream.
(D) Provide structural support for sensory organs.

74. Consider the following statements regarding neural impulses:
Statement I: The neural impulse is an electrochemical event.
Statement II: The movement of ions across the neuron's membrane creates the electrical charge, and the release of neurotransmitters is the chemical component.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

75. The part of the peripheral nervous system that carries sensory information to the CNS and motor commands to the skeletal muscles is the:
(A) Autonomic nervous system
(B) Sympathetic division
(C) Somatic nervous system
(D) Parasympathetic division

76. Which of the following statements about methods in physiological psychology is true?
(A) Anatomical methods focus on brain function rather than structure.
(B) Non-invasive methods like EEG provide high spatial resolution of brain structures.
(C) Invasive methods allow for a high degree of experimental control and precision.
(D) Scanning methods are a type of degeneration technique.

77. Which of the following is NOT a primary function of the glandular system?
(A) Regulating metabolism
(B) Controlling voluntary muscle contraction
(C) Managing stress responses
(D) Overseeing growth and development

78. Which of the following statements about the biological basis of motivation is most accurate?
(A) All complex human motivations are solely driven by various external incentives.
(B) Biological motivations are homeostatic mechanisms aimed at maintaining internal balance.
(C) The cerebral cortex is the only brain region involved in regulating motivation.
(D) Hormones have no functional role in motivating behaviors like sex or aggression.

79. The hormonal regulation of behavior involves chemical messengers that travel through the:
(A) Synaptic cleft
(B) Cerebrospinal fluid
(C) Bloodstream
(D) Lymphatic system

80. A key limitation of correlational twin studies is that:
(A) Monozygotic twins are genetically identical and thus cannot be used for study.
(B) They cannot be effectively used to study the influence of specific genes.
(C) It is difficult to separate the effects of shared genes from shared environment.
(D) Dizygotic twins are no more genetically similar than two ordinary siblings.

81. Which of the following is not a type of neuron?

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synapse
c. Pruning of unused synaptic connections
d. Reorganization of cortical maps
Which of the above statements are correct?
(A) a and b only
(B) c and d only
(C) a, c, and d only
(D) a, b, c, and d

125. A researcher using a 'degeneration technique' would be looking for:
(A) Changes in brainwave patterns on an EEG.
(B) The path of deteriorating axons following damage to a brain area.
(C) The metabolic activity of the brain using radioactive tracers.
(D) The effects of injecting a drug into a specific nucleus.

126. Match the nervous system divisions in List I with their key functions in List II:
List I: (Nervous System Division)
P. Somatic
Q. Sympathetic
R. Parasympathetic
S. Central
List II: (Key Function)
1. "Fight-or-flight"
2. Integration and processing
3. Voluntary muscle control
4. "Rest-and-digest"
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-2, Q-4, R-1, S-3

127. The biological basis of motivation suggests that drives like hunger and thirst are primarily:
(A) Learned social behaviors
(B) Responses to maintain bodily homeostasis
(C) Cognitive decisions made in the prefrontal cortex
(D) Unrelated to physiological states

128. Adrenaline and cortisol are hormones most associated with the body's response to:
(A) Stress
(B) Sleep
(C) Hunger
(D) Sexual arousal

129. The "nature-nurture controversy" is a debate about the relative importance of:
(A) Biology and physics in behavior
(B) Heredity and environment in behavior
(C) Sensation and perception in experience
(D) CNS and PNS in action

130. The structure of a neuron includes all of the following EXCEPT:
(A) Soma
(B) Axon
(C) Dendrite
(D) Synapse

131. The fatty insulation that can cover axons and speed up neural transmission is called:
(A) The synaptic vesicle
(B) The neurotransmitter
(C) The myelin sheath
(D) The receptor site

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132. The brain's ability to change its structure and function as a result of experience is termed:
(A) Hemispheric lateralization
(B) Neuroplasticity
(C) Synaptic pruning
(D) Long-term potentiation

133. Which of the following is the best example of a "chemical method" used in physiological psychology?
(A) Staining brain tissue to see cell bodies
(B) Using an fMRI to see blood flow
(C) Recording electrical signals from the scalp
(D) Injecting a drug that mimics a neurotransmitter into a brain region

134. A researcher wants to identify the precise location of a behavior by temporarily inactivating a brain region. The most suitable invasive technique would be:
(A) A reversible lesion
(B) An EEG
(C) A PET scan
(D) A degeneration technique

135. Consider the following statements regarding the muscular and glandular systems:
a. The muscular system executes behaviors initiated by the nervous system.
b. The glandular system uses hormones to

significantly in its size.
(B) It is a self-propagating, all-or-none electrochemical event.
(C) It travels at a faster speed in axons that are unmyelinated.
(D) It is a purely chemical process with no electrical components.

92. The "rest-and-digest" response is governed by the:
(A) Sympathetic nervous system
(B) Parasympathetic nervous system
(C) Somatic nervous system
(D) Limbic system

93. A researcher studies the brain of a deceased person who had a known neurological disorder to look for structural abnormalities. This is an example of a(n):
(A) Post-mortem anatomical method
(B) Live microelectrode study
(C) Non-invasive EEG study
(D) Functional scanning method

94. Consider the following glands and identify which are part of the endocrine system:
a. Pituitary
b. Adrenal
c. Salivary
d. Thyroid
Which of the above are correct?
(A) a, b, and d
(B) a and c only
(C) b, c, and d
(D) a, b, c, and d

95. The limbic system's influence on behavior is best understood as the interplay between:
(A) Sensation and perception
(B) Emotion, motivation, and memory
(C) Voluntary and involuntary muscle control
(D) Nature and nurture

96. Which research design offers the most powerful tool for separating genetic from environmental influences by studying individuals who share genes but not environment?
(A) Family studies
(B) Case studies of brain damage
(C) Twin studies of twins raised apart
(D) Longitudinal studies of a single population

97. What is the defining feature of specific sensations like vision or audition?
(A) They are processed by specialized, complex sense organs.
(B) They are detected by receptors distributed all over the skin.
(C) They are not subject to the process of sensory adaptation.
(D) They are directly linked to the muscular system.

98. The electrical state of a neuron when it is not firing a neural impulse is known as:
(A) Action potential
(B) Synaptic potential
(C) Resting potential
(D) Threshold of excitation

99. Which of the following is an example of behavior controlled by the autonomic nervous system?
(A) Kicking a ball
(B) Writing your name
(C) An increase in heart rate during exercise
(D) Lifting a weight

100. Match the research methods in List I with their descriptions in List II:
List I: (Research Method)
P. EEG
Q. Lesion Study
R. fMRI Scan
S. Anatomical Method (Staining)
List II: (Description)
1. Measures brain activity by detecting changes in blood flow
2. Visualizes cellular structures in brain tissue slices
3. Records electrical activity from the scalp surface
4. Destroys a specific brain region to observe behavioral effects
Codes:
(A) P-1, Q-2, R-4, S-3
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

101. Identify the correct sequence of information flow in a simple reflex arc:
a. Motor neuron
b. Sensory neuron

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(A) Sensory
(B) Motor
(C) Interneuron
(D) Myelin

82. Neuroplasticity is a term that best describes the brain's capacity to:
(A) Generate entirely new neurons from scratch throughout adulthood.
(B) Reorganize its structure and function in response to experience.
(C) Maintain a fixed and stable structure throughout the entire lifespan.
(D) Increase in physical size and weight linearly with biological age.

83. Staining and examining brain tissue under a microscope to study the arrangement and structure of neurons is an example of a(n):
(A) Lesion technique
(B) Scanning method
(C) Anatomical method
(D) Chemical method

84. Cardiac muscle is unique because it is:
(A) Under voluntary control and found in blood vessels.
(B) Involuntary and striated, found only in the heart.
(C) Smooth and involuntary, found in the digestive tract.
(D) Under voluntary control and non-striated.

85. Consider the following statements regarding the biological basis of sex as a motive:
a. It is not essential for individual survival but is crucial for species survival.
b. It is regulated by hormones known as androgens and estrogens.
c. Unlike hunger, it is not primarily driven by a homeostatic deficit.
d. Brain structures within the hypothalamus are involved in its regulation.
e. It is purely a learned behavior with no genetic component.
Which of the above statements are correct?
(A) a, b, c, and d
(B) b, c, d, and e
(C) a, c, and e only
(D) a, b, and d only

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86. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Monozygotic twins are more useful than dizygotic twins for studying the heritability of traits.
Reason (R): Monozygotic twins share 100% of their genes, while dizygotic twins share, on average, only 50%.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

87. Which structure is part of the neuron but is not directly involved in transmitting the neural impulse along the neuron's length?
(A) Axon
(B) Dendrite
(C) Cell body (Soma)
(D) Node of Ranvier

88. The brain and spinal cord together constitute the:
(A) Peripheral Nervous System
(B) Central Nervous System
(C) Somatic Nervous System
(D) Autonomic Nervous System

89. A case study of a patient who, after a brain injury, shows a specific behavioral deficit is most similar in principle to which experimental method?
(A) EEG
(B) Lesion technique
(C) Anatomical method
(D) Scanning method

90. The "master gland" of the endocrine system, which controls the functions of many other glands, is the:
(A) Adrenal gland
(B) Thyroid gland
(C) Pituitary gland
(D) Pineal gland

91. Which of the following is a key characteristic of the neural impulse, or action potential?
(A) It is a graded potential that can vary

to a non-musician. This is a real-world example of:
(A) A chromosomal anomaly
(B) The all-or-none principle
(C) Neuroplasticity
(D) A degeneration technique

114. Which method provides the highest temporal (time) resolution for measuring brain activity?
(A) PET scan
(B) fMRI
(C) EEG
(D) Post-mortem dissection

115. Which of the following is an example of an exocrine gland, as opposed to an endocrine gland?
(A) Pituitary gland
(B) Adrenal gland
(C) Salivary gland
(D) Thyroid gland

116. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The sympathetic and parasympathetic nervous systems are both part of the autonomic nervous system.
Reason (R): The sympathetic nervous system prepares the body for action, while the parasympathetic nervous system conserves energy.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

117. Which of the following is a process of synaptic transmission?
(A) Saltatory conduction
(B) Reuptake of neurotransmitters
(C) Depolarization of the axon
(D) Generation of a resting potential

118. The part of the nervous system responsible for carrying out voluntary commands, such as deciding to pick up a book, is the:
(A) Autonomic nervous system
(B) Somatic nervous system
(C) Sympathetic division
(D) Parasympathetic division

119. A key difference between invasive and non-invasive methods of physiological psychology is whether they:
(A) Study brain structure or brain function
(B) Are used on humans or animals
(C) Require penetration or physical alteration of the body
(D) Provide good spatial or temporal resolution

120. Which of the following statements about sensory receptors is incorrect?
(A) They perform the function of transduction.
(B) They are specialized cells that respond to specific types of energy.
(C) All sensory receptors are located in the brain.
(D) They are the first step in the process of sensation.

121. The chemical messengers of the endocrine system are called:
(A) Neurotransmitters
(B) Ions
(C) Hormones
(D) Action potentials

122. In a study comparing identical twins (MZ) and fraternal twins (DZ) for trait X, researchers find a concordance rate of 85% for MZ twins and 40% for DZ twins. What can be concluded?
(A) Trait X is determined almost entirely by the environment.
(B) Trait X has a significant genetic component.
(C) The study design is flawed because MZ twins are not genetically identical.
(D) Trait X is not heritable.

123. The function of interneurons is to:
(A) Connect the CNS to muscles and glands
(B) Connect sensory receptors to the CNS
(C) Connect other neurons to each other within the CNS
(D) Form the myelin sheath around axons

124. Consider the following statements regarding neuroplasticity changes:
a. Sprouting of new dendrites
b. Changes in the number of receptors at a

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60. The brief period after a neuron has fired, during which it cannot fire again, is called the:
(A) Resting potential
(B) Action potential
(C) Synaptic gap
(D) Refractory period

61. Which of the following techniques is non-invasive and measures metabolic activity in the brain by tracking the consumption of a radioactive substance like glucose?
(A) EEG
(B) PET scan
(C) Degeneration technique
(D) Lesion technique

62. The biological basis of sleep involves complex interactions within the brain. Which of the following is a key aspect of this process?
(A) The regulation of circadian rhythms by structures like the hypothalamus.
(B) The constant firing of motor neurons to induce localized muscle paralysis.
(C) The exclusive release of adrenaline to maintain a restful and calm state.
(D) The complete and absolute shutdown of all sensory input to the brain.

63. The influence of hormones on behavior is best characterized as:
(A) A direct and absolute cause of specific behavioral actions.
(B) An electrical signal transmitted between adjacent neural cells.
(C) A modulatory effect, altering the probability of certain behaviors.
(D) A rapid, all-or-none response system used for immediate survival.

64. Identifying the correct pair:
(A) Neuron Type: Sensory - Function: Carries signals from CNS to muscles
(B) Neuron Part: Axon - Function: Receives signals from other neurons
(C) Nervous System: Parasympathetic - Function: "Rest and digest"
(D) Neurotransmitter: Adrenaline - Function: Promotes sleep

65. A condition resulting from a male having an extra X chromosome (XXY), leading to certain physical and developmental characteristics, is known as:
(A) Down Syndrome
(B) Turner Syndrome
(C) Klinefelter Syndrome
(D) Williams Syndrome

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66. The fundamental units of the nervous system responsible for receiving, processing, and transmitting information are:
(A) Glial cells
(B) Hormones
(C) Neurons
(D) Glands

67. Consider the following structures and identify which are parts of the Central Nervous System:
a. Brain
b. Spinal Cord
c. Somatic Nerves
d. Cranial Nerves
Which of the above are correct?
(A) a and b
(B) c and d
(C) a, b, and c
(D) a, b, c, and d

68. Injecting chemicals that block or stimulate neurotransmitter receptors in a specific brain region is an example of which invasive method?
(A) Anatomical method
(B) Degeneration technique
(C) Chemical method
(D) Scanning method

69. Identify the correct sequence of the following levels of organization from simplest to most complex:
a. Neuron
b. Neurotransmitter
c. Nervous System
d. Synapse
(A) b, d, a, c
(B) a, b, d, c
(C) b, a, c, d
(D) d, b, a, c

70. Which of the following correctly pairs a motivational state with its primary biological basis?
(A) Hunger - Dehydration

influence behavior and physiology.
c. Skeletal muscles are under involuntary control.
d. Endocrine glands release their products through ducts.
e. Both systems are essential for an organism's response to its environment.

Which of the above statements are correct?
(A) a, b, and e
(B) c, d, and e
(C) a, b, and d
(D) a, c, d, and e

136. The hypothalamus is involved in regulating which of the following motivated behaviors?
(A) Hunger and thirst only
(B) Sleep and sex only
(C) Hunger, thirst, sleep, and sex
(D) Language and problem-solving

137. Which statement best describes the hormonal regulation of behavior?
(A) Hormones act as binary on/off switches for specific behaviors.
(B) Hormones are fast-acting messengers that affect adjacent cells only.
(C) Hormones are slow-acting messengers that have widespread, prolonged effects.
(D) Hormones are completely independent of the nervous system's functions.

138. Which of the following is a classic example of a chromosomal anomaly?
(A) Phenylketonuria (PKU)
(B) Huntington's Disease
(C) Trisomy 21 (Down Syndrome)
(D) Sickle-cell Anemia

139. The process of converting one form of energy into another, such as light into a neural signal, is called:
(A) Perception
(B) Sensation
(C) Transduction
(D) Adaptation

140. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Synaptic transmission is the process by which a neural impulse is communicated from one neuron to another.
Reason (R): The process involves the release of chemical neurotransmitters that cross the synaptic cleft and bind to receptors on the postsynaptic neuron.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

141. The division of the peripheral nervous system that controls the self-regulated action of internal organs and glands is the:
(A) Somatic nervous system
(B) Autonomic nervous system
(C) Sensory nervous system
(D) Central nervous system

142. A study comparing the brains of deceased Alzheimer's patients with those of healthy elderly individuals is using which method?
(A) Lesion technique
(B) Non-invasive scanning
(C) Post-mortem anatomical method
(D) Microelectrode recording

143. Glands that secrete their products, such as sweat and saliva, through ducts to a surface are called:
(A) Endocrine glands
(B) Adrenal glands
(C) Exocrine glands
(D) Pituitary glands

144. A drop in blood glucose levels is a physiological signal most directly related to the motivation of:
(A) Thirst
(B) Sleep
(C) Hunger
(D) Sex

145. The amygdala is a structure in the limbic system that is particularly important for processing which emotion?
(A) Joy
(B) Disgust
(C) Surprise
(D) Fear

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146. A behavioral geneticist is interested in the heritability of extraversion. Which of the following would provide the strongest evidence for a genetic influence?
(A) A significantly higher correlation between the scores of identical twins than fraternal twins.
(B) A high correlation between the extraversion scores of adoptive siblings.
(C) A low correlation between the extraversion scores of biological siblings.
(D) A high correlation between a child's score and their best friend's score.

147. Which part of the neuron is specialized to carry the neural impulse over long distances?
(A) Dendrite
(B) Soma
(C) Axon
(D) Nucleus

148. Consider the following statements regarding neurotransmitter effects:
Statement I: Neurotransmitters can be either excitatory or inhibitory.
Statement II: An excitatory neurotransmitter makes the postsynaptic neuron more likely to fire, while an inhibitory one makes it less likely.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

149. The two major divisions of the nervous system are the:
(A) Somatic and autonomic systems
(B) Sympathetic and parasympathetic systems
(C) Central and peripheral systems
(D) Brain and spinal cord

150. A major advantage of non-invasive methods like fMRI and PET over invasive methods is that they:
(A) Provide much better information about the firing of individual neurons.
(B) Allow for the study of the living human brain with minimal physical risk.
(C) Can establish definitive and absolute cause-and-effect relationships.
(D) Are significantly less expensive and require very little technical expertise.

151. Skeletal muscles are functionally different from smooth and cardiac muscles because they are primarily under:
(A) Involuntary control
(B) Hormonal control
(C) Voluntary control
(D) Autonomic control

152. The regulation of the body's internal environment to maintain a stable, constant condition (e.g., temperature, hydration) is known as:
(A) Homeostasis
(B) Neuroplasticity
(C) Transduction
(D) Lateralization

153. A surge of testosterone in males is an example of the _____ regulation of behavior.
(A) neural
(B) muscular
(C) hormonal
(D) sensory

154. If identical twins raised in different environments show high similarity for a specific trait, this provides strong evidence for the influence of:
(A) Nurture
(B) Nature
(C) Random chance
(D) The prenatal environment only

155. What is the primary function of dendrites?
(A) To transmit signals to other neurons
(B) To receive signals from other neurons
(C) To produce myelin
(D) To house the genetic material of the cell

156. The structure and function of the central and peripheral nervous systems are fundamental to understanding:
(A) Only reflexive behaviors
(B) The biological basis of all behavior
(C) Only hormonal regulation
(D) Only the nature-nurture controversy

157. Which of the following is an example of an invasive method?
(A) EEG
(B) fMRI
(C) CT Scan

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(D) Microelectrode recording

158. Which of the following is NOT a type of muscle tissue?
(A) Skeletal
(B) Smooth
(C) Cardiac
(D) Adipose

159. The limbic system is best described as a group of brain structures involved in:
(A) Visual and auditory processing
(B) Motor coordination and balance
(C) Emotion, memory, and motivation
(D) Language production and comprehension

160. Identify the correct chronological order of the following events in synaptic transmission:
a. Neurotransmitter binds to postsynaptic receptor.
b. Action potential arrives at the axon terminal.
c. Neurotransmitter is released into the synaptic cleft.
d. Synaptic vesicles fuse with the presynaptic membrane.
(A) b, d, c, a
(B) a, c, d, b
(C) b, a, d, c
(D) d, b, c, a

161. An individual with the chromosomal pattern XXY has:
(A) Down Syndrome
(B) Turner Syndrome
(C) Normal male chromosomes
(D) Klinefelter Syndrome

162. Receptors for general sensations like touch, pressure, and temperature are located in the:
(A) Eye and ear
(B) Brain
(C) Skin and internal organs
(D) Olfactory bulb

163. The electrical charge difference across the membrane of a resting neuron is called the:
(A) Action potential
(B) Graded potential
(C) Resting potential
(D) Synaptic potential

164. You touch a hot stove and immediately withdraw your hand. This BIOLOGICAL response is a simple reflex arc. Identify the correct sequence of information flow in a simple reflex arc:
a. Motor neuron
b. Sensory neuron
c. Interneuron
d. Sensory receptor
(A) d, a, c, b
(B) b, c, a, d
(C) d, b, c, a
(D) a, c, b, d

165. Consider the following statements regarding non-invasive methods:
a. They do not require surgery or physical penetration.
b. EEG is an example that measures electrical activity.
c. They allow for the study of brain-behavior relationships in healthy humans.
d. They typically offer less precise spatial localization than invasive microelectrode methods.
Which of the above statements are correct?
(A) a and c only
(B) b and d only
(C) a, b, and c only
(D) a, b, c, and d

166. Match the concepts in List I with their descriptions in List II:
List I: (Concept)
P. Neurotransmitter
Q. Hormone
R. Neural Impulse
S. Neuroplasticity
List II: (Description)
1. Electrical signal traveling down an axon
2. Brain's ability to reorganize
3. Chemical messenger in the endocrine system
4. Chemical messenger at the synapse
Codes:
(A) P-4, Q-3, R-1, S-2
(B) P-3, Q-4, R-2, S-1
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-3, R-1, S-4

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167. A lesion in the ventromedial hypothalamus is most likely to cause what change in motivated behavior?
(A) A complete loss of thirst
(B) Excessive overeating (hyperphagia)
(C) A disruption of the sleep-wake cycle
(D) A decrease in sexual behavior

168. The release of oxytocin, which is involved in social bonding, is an example of:
(A) Synaptic transmission
(B) A reflex arc
(C) Hormonal regulation of behavior
(D) A general sensation

169. What is the central question of the nature-nurture controversy?
(A) Are behaviors learned or innate?
(B) Are humans more like animals or machines?
(C) Is the mind separate from the body?
(D) Which parts of the brain control which behaviors?

170. Which of the following is an accurate statement about neuron types?
(A) Motor neurons carry information toward the central nervous system.
(B) Sensory neurons are the most numerous type of neuron in the brain.
(C) Interneurons form connections between other neurons within the CNS.
(D) All neurons are myelinated to ensure fast transmission.

171. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The central nervous system and peripheral nervous system are anatomically and functionally distinct.
Reason (R): The CNS integrates information and issues commands, while the PNS transmits information to and from the CNS and the rest of the body.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

172. A method that involves tracing the pathways of axons by looking for their degenerating fragments after a part of the brain has been destroyed is a(n):
(A) Chemical method
(B) Degeneration technique
(C) Scanning method
(D) EEG study

173. The primary function of the muscular system is to:
(A) Produce hormones
(B) Generate movement
(C) Transduce sensory energy
(D) Regulate metabolism

174. The "drive-reduction" theory of motivation, as applied to hunger and thirst, is based on the principle of:
(A) Neuroplasticity
(B) Homeostasis
(C) Natural selection
(D) Classical conditioning

175. The hippocampus is to memory as the amygdala is to _____.
(A) vision
(B) emotion
(C) balance
(D) language

176. Dizygotic twins are the result of:
(A) One fertilized egg splitting into two
(B) Two separate eggs being fertilized by two separate sperm
(C) A chromosomal anomaly
(D) An environmental mutation after birth

177. The branch-like structures of a neuron that receive messages from other neurons are the:
(A) Axons
(B) Dendrites
(C) Synapses
(D) Myelin sheaths

178. The action potential is generated at which part of the neuron?
(A) Dendritic spine
(B) Axon hillock
(C) Axon terminal
(D) Synaptic cleft

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179. A person learning a new language develops new neural pathways. This is an example of:
(A) Hormonal regulation
(B) A homeostatic process
(C) Neuroplasticity
(D) A chromosomal anomaly

180. A researcher wants to get a detailed, high-resolution 3D image of brain structures. Which non-invasive scanning method would be most appropriate?
(A) Electroencephalogram (EEG)
(B) Magnetic Resonance Imaging (MRI)
(C) Microelectrode recording
(D) Degeneration technique

181. Which pair represents the two main types of glands in the body?
(A) Muscular and Skeletal
(B) Endocrine and Exocrine
(C) Neural and Hormonal
(D) Somatic and Autonomic

182. A student feels their heart pounding and palms sweating before an important exam. This physiological arousal is produced by the:
(A) Sympathetic nervous system
(B) Parasympathetic nervous system
(C) Somatic nervous system
(D) Thalamus

183. Which of the following statements about the genetic basis of behavior is incorrect?
(A) Chromosomal anomalies can lead to distinct behavioral and cognitive profiles.
(B) Twin studies help estimate the heritability of traits.
(C) "Nurture" refers to the influence of an individual's genetic makeup.
(D) Adoption studies compare the influence of biological versus adoptive parents.

184. The conversion of physical energy from the environment into a neural code is known as:
(A) Perception
(B) Transduction
(C) Cognition
(D) Adaptation

185. A drug that blocks the reuptake of a neurotransmitter would:
(A) Decrease the concentration of the neurotransmitter in the synapse.
(B) Increase the concentration of the neurotransmitter in the synapse.
(C) Prevent the action potential from firing.
(D) Have no effect on synaptic transmission.

186. Which of the following systems is responsible for calming the body down after a stressful event?
(A) Sympathetic nervous system
(B) Somatic nervous system
(C) Limbic system
(D) Parasympathetic nervous system

187. The key difference between a lesion technique and a degeneration technique is that a lesion study observes _____ while a degeneration study observes _____.
(A) behavioral deficits; deteriorating neural pathways
(B) electrical activity; brain structure
(C) metabolic changes; chemical injections
(D) brain waves; blood flow

188. Consider the following factors and identify which are considered part of the biological basis of motivation:
a. Homeostatic regulation
b. The role of the hypothalamus
c. Hormonal influences
d. The pursuit of external rewards and incentives
e. The activity of specific neurotransmitter systems
Which of the above statements are correct?
(A) a, b, and c only
(B) d and e only
(C) a, b, c, and e
(D) a, b, c, d, and e

189. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Hormones can influence behavior by affecting the brain and other target organs.
Reason (R): The limbic system, which is crucial for emotion, contains receptors for various hormones.
(A) Both A and R are true and R is the correct explanation of A.

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sensitive to a particular stimulus modality. Once transduced, the neural information travels along dedicated pathways to specific cortical areas in the brain for further processing and interpretation, culminating in a perceptual experience. The efficiency and fidelity of this entire process, from receptor activation to cortical interpretation, determine the richness and accuracy of our sensory world.

Based on the above source, attempt the following five questions.

251. According to the passage, what is the fundamental process that converts physical energy into neural impulses?
(A) Sensation
(B) Transduction
(C) Perception
(D) Transmission

252. Which of the following best exemplifies a specific sensation as described in the paragraph?
(A) Identifying the scent of a rose.
(B) Feeling the warmth of the sun on the skin.
(C) The sensation of pressure from a heavy backpack.
(D) A feeling of pain from a muscle cramp.

253. Based on the paragraph, it can be inferred that the primary difference between general and specific sensations lies in the:
(A) speed of neural transmission.
(B) type of physical energy they respond to.
(C) distribution and specialization of their receptors.
(D) intensity required to activate the process.

254. A researcher studying how photoreceptor cells in the retina convert light into electrical signals is investigating which of the following concepts?
(A) Somatosensory integration
(B) Receptor specificity
(C) Cortical interpretation
(D) The process of transduction

255. The passage states that general sensations are detected by receptors distributed throughout the body. This suggests that the sensory system for touch is more _____ than the system for vision.
(A) specialized
(B) localized
(C) diffuse
(D) complex

Direction : Please read the following source carefully.

The neuron serves as the fundamental unit of the nervous system, intricately designed for information processing and communication. Its structure is highly specialized to facilitate this role. The main components include the soma, or cell body, which contains the nucleus and is responsible for the neuron's metabolic life; dendrites, which are branching extensions that receive signals from other neurons; and the axon, a long, slender projection that transmits neural impulses away from the soma to other neurons, muscles, or glands. Axons can be of varying lengths and may be covered in a myelin sheath, which insulates them and speeds up signal transmission. The end of the axon branches into terminal buttons, which are crucial for synaptic communication. Functionally, neurons can be categorized into three main types. Sensory neurons, or afferent neurons, carry information from sensory receptors towards the central nervous system. Motor neurons, or efferent neurons, transmit commands from the central nervous system to muscles and glands. Interneurons, found exclusively within the central nervous system, act as intermediaries, connecting and communicating between sensory and motor neurons, as well as with each other, forming complex neural circuits that underlie higher cognitive functions.

Based on the above source, attempt the following five questions.

256. What is the primary function of dendrites as described in the passage?
(A) To transmit neural impulses over long distances.
(B) To receive signals from other neurons.
(C) To maintain the metabolic life of the cell.
(D) To insulate the axon and speed up transmission.

257. A neuron that carries information from the eye to the brain would be classified as a(n):
(A) motor neuron.
(B) interneuron.
(C) efferent neuron.
(D) sensory neuron.

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(A) To observe behavior in a naturalistic setting
(B) To study the whole brain in a non-disruptive manner
(C) To establish causal links between specific brain structures and behaviors
(D) To create detailed maps of the human genome

203. Match the neurotransmitters or hormones in List I with their primary associations in List II:
List I: (Neurotransmitter/Hormone)
P. Acetylcholine
Q. Dopamine
R. Serotonin
S. Adrenaline
List II: (Primary Association)
1. Mood, sleep, and appetite regulation
2. Muscle contraction, learning, and memory
3. "Fight-or-flight" response, arousal
4. Reward, motivation, and motor control
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-4, Q-2, R-1, S-3

204. Which of the following best illustrates the principle of homeostasis in motivation?
(A) A person works for a promotion at their job.
(B) A rat learns to press a lever to receive a food pellet.
(C) A person drinks water when they feel thirsty.
(D) A child studies hard to get good grades.

205. The coordinated action of the endocrine and nervous systems is most evident in the body's response to:
(A) Learning a new skill
(B) Digesting a meal
(C) Stress
(D) Sleeping

206. If a trait is purely determined by "nurture," the correlation for that trait between identical twins raised apart should be close to:
(A) 1.0
(B) 0.5
(C) 0.0
(D) -1.0

207. Which of the following is an example of a general sensation, as opposed to a specific one?
(A) Vision
(B) Audition
(C) Olfaction
(D) Temperature

208. The reabsorption of excess neurotransmitter molecules by the presynaptic neuron is called:
(A) Transduction
(B) Reuptake
(C) Action potential
(D) Agonism

209. The somatic and autonomic nervous systems are both divisions of the:
(A) Central nervous system
(B) Peripheral nervous system
(C) Endocrine system
(D) Limbic system

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210. Which of the following statements about scanning methods in physiological psychology is incorrect?
(A) They are non-invasive.
(B) Some can measure brain function (e.g., fMRI, PET).
(C) Some can measure brain structure (e.g., CT, MRI).
(D) They involve the surgical implantation of electrodes.

211. Which type of muscle tissue is found in the walls of internal organs like the stomach and intestines?
(A) Skeletal
(B) Cardiac
(C) Striated
(D) Smooth

212. A male with an XXY chromosomal pattern would be diagnosed with:
(A) Turner Syndrome
(B) Down Syndrome
(C) Klinefelter Syndrome
(D) Androgen Insensitivity Syndrome

213. Consider the following statements regarding the limbic system:
Statement I: The limbic system is a single, discrete organ in the center of the brain.

(B) Creates a static and unchanging 3D model of the brain's detailed physical anatomy.
(C) Involves injecting specific radioactive tracers to bind to various neurotransmitter receptors.
(D) Records various electrical impulses directly from the scalp surface using metallic sensors.

233. The adrenal glands are to the endocrine system as the _____ are to the nervous system.
(A) hormones
(B) glands
(C) muscles
(D) neurons

234. The motivation to sleep is driven by:
(A) An increase in blood sugar and social cues only
(B) The homeostatic drive for sleep and the circadian rhythm
(C) A desire for emotional expression during dreams
(D) The need to exercise the body's muscles

235. Which of the following correctly pairs a limbic structure with its primary function?
(A) Amygdala - Memory formation
(B) Hippocampus - Fear processing
(C) Hypothalamus - Regulation of motivated behaviors
(D) Thalamus - Emotional expression

236. The fact that identical twins are not always 100% concordant for a trait, even for highly heritable ones, demonstrates the importance of:
(A) Genetic mutations
(B) Non-shared environmental factors
(C) The inaccuracy of twin studies
(D) The dominance of recessive genes

237. The fundamental process that converts a stimulus into a language the nervous system can understand is:
(A) Cognition
(B) Transduction
(C) Motivation
(D) Emotion

238. Consider the following statements regarding neural charge:
Statement I: At rest, the inside of a neuron is negatively charged relative to the outside.
Statement II: During an action potential, positively charged ions rush into the neuron, causing a rapid reversal of this charge.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

239. The structure and function of the central nervous system includes:
(A) All nerves outside of the skull and spine.
(B) The brain and spinal cord, which serve as the body's main processing and command center.
(C) Only the brain, which handles all processing.
(D) Only the autonomic functions like breathing and heart rate.

240. Match the study types in List I with their primary comparisons in List II:
List I: (Study Type)
P. Twin Study
Q. Adoption Study
R. Lesion Study
S. Family Study
List II: (Primary Comparison)
1. Behavior before vs. after brain damage
2. Trait similarity in individuals with varying degrees of genetic relatedness (e.g., parents, siblings)
3. Comparing trait similarity in identical vs. fraternal twins
4. Comparing adoptee's traits to biological vs. adoptive relatives
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

241. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The pituitary gland is often called the "master gland" of the endocrine system.
Reason (R): The pituitary gland secretes various hormones that control the activity of several other glands.
(A) Both A and R are true and R is the correct

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222. Which of the following is the correct pathway for a neural signal within a single neuron?
(A) Axon → Dendrite → Soma
(B) Dendrite → Soma → Axon
(C) Soma → Axon → Dendrite
(D) Axon → Soma → Dendrite

223. The capacity of one brain area to take over the functions of a damaged area is a powerful demonstration of:
(A) The all-or-none law
(B) Synaptic transmission
(C) Neuroplasticity
(D) The refractory period

224. Which of the following methods in physiological psychology falls under the category of "non-invasive"?
(A) Lesioning
(B) Chemical injection
(C) Microelectrode recording
(D) Functional Magnetic Resonance Imaging (fMRI)

225. A key function of the endocrine system is to:
(A) Secrete hormones to regulate long-term processes like growth and metabolism.
(B) Transmit rapid electrical signals used for immediate and involuntary motor responses.
(C) Provide a sturdy structural framework and protective exterior for the entire body.
(D) Break down food particles to ensure efficient and complete nutrient absorption.

226. A sensation of thirst prompts a person to drink a glass of water, which in turn reduces the thirst. This is a classic example of:
(A) A reflex arc
(B) A negative feedback loop
(C) A positive feedback loop
(D) A fight-or-flight response

227. The term "limbic system" refers to a set of brain structures primarily involved in:
(A) Sensory relay
(B) Motor execution
(C) Emotion and memory
(D) Visual processing

228. A key feature of an adoption study is that it allows researchers to examine:
(A) Genetic influences in a constant environment.
(B) Environmental influences with a constant genetic background.
(C) The effects of different environments on individuals with the same genes.
(D) The effects of different genes in a shared environment.

229. Consider the following and identify which are components of a neuron:
a. Soma
b. Dendrite
c. Gland
d. Axon
e. Hormone
Which of the above are correct?
(A) a, b, and c
(B) a, b, and d
(C) c, d, and e
(D) a, b, d, and e

230. A patient with damage to the hippocampus would most likely experience difficulty with:
(A) Regulating their body temperature
(B) Coordinating their movements
(C) Forming new declarative memories
(D) Experiencing the emotion of fear

231. Identify the correct logical progression of the following major historical approaches or discoveries in understanding the biological basis of behavior:
a. The concept of localized brain functions.
b. The Neuron Doctrine (neurons as individual units).
c. The role of neurotransmitters in communication.
d. The concept of brain plasticity and networks.
(A) a, b, c, d
(B) d, c, b, a
(C) b, a, d, c
(D) a, c, b, d

232. An fMRI is considered a "functional" scanning method because it:
(A) Measures changes in brain activity over time, such as tracking oxygenated blood flow.

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(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

190. Monozygotic twins share approximately what percentage of their genes?
(A) 25%
(B) 50%
(C) 75%
(D) 100%

191. The part of the neuron that contains the nucleus and is responsible for the cell's life-sustaining functions is the:
(A) Axon
(B) Dendrite
(C) Soma (cell body)
(D) Myelin Sheath

192. Which of the following is NOT a neurotransmitter?
(A) Dopamine
(B) Serotonin
(C) Acetylcholine
(D) Myelin

193. The central nervous system is protected by:
(A) The rib cage and pelvis
(B) The skull and vertebral column
(C) The somatic nervous system
(D) The limbic system

194. A researcher destroys a small part of a rat's hypothalamus and observes that the rat stops eating. This is an example of a(n):
(A) EEG study
(B) fMRI scan
(C) Lesion study
(D) Anatomical study

195. Striated muscles that are attached to the skeleton and are responsible for voluntary movements are known as:
(A) Smooth muscles
(B) Cardiac muscles
(C) Skeletal muscles
(D) Involuntary muscles

196. The feeling of satiety or "fullness" after a meal is part of the regulation of which motivated behavior?
(A) Thirst
(B) Hunger
(C) Sleep
(D) Sex

197. Which of the following is a function of the limbic system?
(A) Regulating basic life functions like breathing and heart rate
(B) Coordinating fine motor movements and balance
(C) Processing sensory information from the eyes and ears
(D) Integrating emotional responses with memory and motivation

198. The study of how heredity and environment contribute to individual differences in behavior and mental processes is called:
(A) Physiological psychology
(B) Behavioral genetics
(C) Cognitive neuroscience
(D) Developmental psychology

199. Sensory receptors are a critical component of which process?
(A) Synaptic transmission
(B) Sensation
(C) Hormonal regulation
(D) Neuroplasticity

200. The term "neural impulse" is synonymous with:
(A) Resting potential
(B) Action potential
(C) Synaptic vesicle
(D) Neurotransmitter

201. A functional division of the nervous system that operates largely unconsciously and regulates bodily functions is the:
(A) Somatic Nervous System
(B) Central Nervous System
(C) Autonomic Nervous System
(D) Muscular System

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202. Which of the following best describes the main purpose of using invasive methods in physiological psychology?

explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

242. A person's sex drive is influenced by a complex interplay of:
(A) Hormones, neural circuits, and external cues
(B) Thirst and hydration levels only
(C) The muscular system exclusively
(D) The somatic nervous system only

243. The hippocampus, which is crucial for forming new memories, is a key structure within the:
(A) Endocrine system
(B) Brainstem
(C) Limbic system
(D) Peripheral nervous system

244. If a psychological disorder has a strong genetic basis, the concordance rate should be highest among:
(A) Adoptive siblings
(B) Dizygotic twins
(C) Monozygotic twins
(D) Unrelated individuals

245. The function of the soma (cell body) of a neuron is to:
(A) Receive messages from a presynaptic neuron.
(B) Release neurotransmitters into the synapse.
(C) Contain the nucleus and direct the synthesis of proteins.
(D) Transmit the action potential.

246. Which of the following is an example of a specific sensation?
(A) Touch
(B) Pain
(C) Proprioception
(D) Gustation (Taste)

247. A key finding that led to the concept of neuroplasticity was the observation that:
(A) The brains of adults could physically change as a result of experience and learning.
(B) All neurons are structurally and functionally identical.
(C) The brain has no capacity for recovery after injury.
(D) The number of neurons is fixed at birth and never changes.

248. The primary distinction between the central nervous system (CNS) and the peripheral nervous system (PNS) is:
(A) Their anatomical location (CNS is brain/spinal cord; PNS is everything else).
(B) The types of neurotransmitters they use.
(C) The speed of their neural impulses.
(D) Their involvement in voluntary versus involuntary actions.

249. The three main types of muscle tissue are:
(A) Voluntary, Involuntary, and Reflexive
(B) Skeletal, Smooth, and Cardiac
(C) Fast-twitch, Slow-twitch, and Mixed
(D) Limb, Trunk, and Facial

250. The field of study that focuses on the relationship between genetics and behavior, often using twin and adoption studies, is:
(A) Behavioral Genetics
(B) Physiological Psychology
(C) Neuropsychology
(D) Endocrinology

Direction : Please read the following source carefully.

The study of sensory systems in physiological psychology distinguishes between general and specific sensations, each reliant on unique receptors and processes. General sensations, such as touch, pressure, temperature, and pain, are somatosensory and are detected by receptors distributed throughout the body, in the skin, muscles, and viscera. These sensations provide a continuous stream of information about our physical contact with the environment and our internal state. In contrast, specific sensations, including vision, hearing, taste, and smell, are processed by highly specialized sensory organs located in the head. The fundamental process underlying all sensation is transduction, wherein specialized receptor cells convert a particular form of physical energy (e.g., light waves, sound vibrations, chemical molecules) into electrochemical neural impulses. These receptors exhibit specificity, meaning each type is maximally

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Statement II: The limbic system is a collection of interconnected structures including the amygdala and hippocampus, involved in emotion and memory.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

214. Which of the following would be an example of an adoption study design?
(A) Comparing the behavior of identical and fraternal twins.
(B) Comparing the behavior of adopted children to their adoptive parents and their biological parents.
(C) Studying multiple generations of a single family to trace a trait.
(D) Observing the effects of a specific brain lesion on behavior.

215. The basic building block of the nervous system is the:
(A) Gland
(B) Hormone
(C) Muscle fiber
(D) Neuron

216. Consider the following statements regarding the functions of the nervous system:
a. The CNS acts as the primary control center.
b. The PNS connects the CNS to the limbs and organs.
c. The somatic division controls voluntary actions.
d. The autonomic division controls involuntary processes.
e. The CNS is composed entirely of motor neurons.
Which of the above statements are correct?
(A) a, b, and c only
(B) a, b, c, and d
(C) c, d, and e only
(D) a, b, d, and e

217. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): EEG is a method with excellent temporal resolution but poor spatial resolution.
Reason (R): EEG measures electrical signals from the scalp, which reflect real-time neural activity but cannot precisely localize signals deep within the brain.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

218. The main difference between the muscular system and the glandular system is that the muscular system produces _____ and the glandular system produces _____.
(A) thoughts; emotions
(B) movement; hormones
(C) electricity; chemicals
(D) structure; energy

219. The regulation of body temperature, hunger, and thirst are all motivational functions strongly associated with the:
(A) Cerebellum
(B) Thalamus
(C) Hypothalamus
(D) Hippocampus

220. The interconnectedness of the amygdala (emotion), hippocampus (memory), and hypothalamus (motivation) within the limbic system demonstrates that:
(A) These functions are completely independent of one another.
(B) Emotion, memory, and motivation are biologically intertwined.
(C) All emotional processing occurs outside of the brain.
(D) The limbic system is primarily a motor control center.

221. Which statement best summarizes the modern view of the nature-nurture debate?
(A) Nurture is unequivocally more important than nature.
(B) Nature is unequivocally more important than nurture.
(C) Behavior is a result of a complex interaction between nature and nurture.
(D) The debate is irrelevant to modern psychology.

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258. According to the paragraph, which part of the neuron is primarily responsible for transmitting signals away from the cell body?
(A) The axon
(B) The soma
(C) The dendrite
(D) The nucleus

259. Based on the description, interneurons are critical for which of the following?
(A) Directly activating muscles and glands.
(B) Transmitting sensory information from the periphery.
(C) Forming complex processing circuits within the central nervous system.
(D) Producing the myelin sheath for insulation.

260. The passage implies that the structural integrity of the soma is essential for:
(A) the neuron's overall survival and maintenance.
(B) the speed of signal transmission.
(C) the reception of signals from other neurons.
(D) the direct communication with muscles.

Direction : Please read the following source carefully.

Neural communication is a sophisticated electrochemical process involving the generation and transmission of a neural impulse, also known as an action potential. This process begins when a neuron receives sufficient stimulation, causing its membrane potential to reach a threshold of excitation. Once this threshold is crossed, an action potential is fired—an all-or-none electrical signal that travels down the length of the axon without any loss of intensity. The propagation of this impulse is a self-regenerating wave of depolarization and repolarization. When the action potential reaches the axon terminals, it triggers the second phase of communication: synaptic transmission. This occurs at the synapse, a specialized junction between the terminal button of the sending neuron and the dendrite or cell body of the receiving neuron. The narrow gap between them is the synaptic cleft. The arrival of the action potential causes vesicles in the terminal button to release chemical messengers called neurotransmitters into this cleft. These molecules then diffuse across the gap and bind to specific receptor sites on the postsynaptic membrane, thereby transmitting the signal from one neuron to the next by initiating a new electrical change in the receiving cell.

Based on the above source, attempt the following five questions.

261. According to the passage, synaptic transmission is initiated by the:
(A) binding of neurotransmitters to the presynaptic membrane.
(B) diffusion of ions across the axon membrane.
(C) crossing of the threshold of excitation at the dendrite.
(D) arrival of an action potential at the axon terminals.

262. The "all-or-none" principle of the neural impulse implies that:
(A) a neuron can fire an action potential of varying intensity.
(B) an action potential, once fired, maintains its strength along the axon.
(C) every stimulus will trigger an action potential.
(D) neurotransmitters are released in a graded fashion.

263. What is the direct role of neurotransmitters in the process described?
(A) To generate the initial action potential in the sending neuron.
(B) To carry the electrical signal down the length of the axon.
(C) To bridge the synaptic cleft and signal the receiving neuron.
(D) To repolarize the axon membrane after an impulse.

264. Based on the description, the primary distinction between a neural impulse and synaptic transmission is that:
(A) the neural impulse is chemical, while synaptic transmission is electrical.
(B) the neural impulse is a graded potential, while synaptic transmission is all-or-none.
(C) the neural impulse involves neurotransmitters, while synaptic transmission involves ions.
(D) the neural impulse occurs within a neuron, while synaptic transmission occurs between neurons.

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290. Based on the passage, non-invasive methods are particularly important for human research because they:
(A) allow for the study of the brain without surgical intervention.
(B) provide more precise data than invasive methods.
(C) are less expensive than all other research techniques.
(D) can measure the activity of single neurons directly.

Direction : Please read the following source carefully.

The biological basis of motivation involves a complex interplay of neural circuits and hormonal signals that regulate behaviors essential for survival and reproduction. Motives such as hunger, thirst, sleep, and sex are not merely psychological states but are deeply rooted in physiological processes. Hunger and thirst are primary examples of homeostatic drives, regulated largely by the hypothalamus. This brain structure monitors critical internal states, such as blood glucose levels for hunger and fluid balance for thirst. When a deficit is detected, the hypothalamus initiates a motivational state that drives the organism to seek food or water. Hormones like ghrelin (which stimulates hunger) and leptin (which signals satiety) play a crucial role in this regulation. Sleep is another fundamental biological drive, governed by an internal circadian rhythm which is synchronized by the suprachiasmatic nucleus (SCN) in the hypothalamus. The sleep-wake cycle involves a complex interaction between brainstem arousal systems and sleep-promoting areas. Similarly, sexual behavior is heavily influenced by biological factors, particularly hormones. Androgens (like testosterone) and estrogens are pivotal in orchestrating sexual development and activating sexual motivation, with brain structures such as the hypothalamus and amygdala being key sites for their action.

Based on the above source, attempt the following five questions.

291. Which brain structure is identified in the passage as a central regulator for hunger, thirst, and sleep rhythms?
(A) The amygdala
(B) The cerebral cortex
(C) The hypothalamus
(D) The brainstem

292. According to the passage, the hormones ghrelin and leptin are primarily involved in the regulation of:
(A) hunger.
(B) sleep.
(C) sexual behavior.
(D) thirst.

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293. The passage describes hunger and thirst as "homeostatic drives." This implies that they function to:
(A) respond to external social cues.
(B) promote learning and memory.
(C) facilitate emotional expression.
(D) maintain a stable internal environment.

294. The regulation of the sleep-wake cycle by an internal biological clock is attributed to the function of the:
(A) pituitary gland.
(B) suprachiasmatic nucleus.
(C) limbic system.
(D) motor cortex.

295. A researcher studying the influence of testosterone and estrogen on sexual motivation would be investigating the biological basis of which behavior?
(A) Thirst
(B) Hunger
(C) Sex
(D) Sleep

Direction : Please read the following source carefully.

The investigation into the role of genetics in behavior often confronts the enduring nature-nurture controversy, which seeks to determine the relative contributions of heredity (nature) and environmental factors (nurture) in shaping traits and behaviors. One area where genetic influence is clear is in the case of chromosomal anomalies, where deviations from the normal number or structure of chromosomes lead to distinct physical and behavioral syndromes. To disentangle the more subtle influences of genes and environment on complex behaviors, researchers in behavioral

and the rest of the body, and also mediates certain reflexes independently of the brain. A remarkable property of the CNS, particularly the brain, is neuroplasticity. This refers to the brain's inherent capacity to reorganize its structure, functions, or connections throughout an individual's life. Neuroplasticity is not a rare event but a continuous, normal process that occurs in response to new experiences, learning, development, or sensory stimulation. For instance, when an individual learns a new skill, such as playing a musical instrument, the cortical maps representing the fingers can expand and change. Furthermore, neuroplasticity plays a critical role in recovery from brain injury. In the event of damage to one brain area, other regions may be able to take over the functions of the damaged part by forming new neural pathways, a process known as functional reorganization. This adaptive ability underscores the dynamic and constantly evolving nature of the brain's architecture.

Based on the above source, attempt the following five questions.

271. According to the passage, the Central Nervous System is composed of which two structures?
(A) The brain and the peripheral nerves.
(B) The sensory and motor neurons.
(C) The brain and the spinal cord.
(D) The somatic and autonomic systems.

272. Which of the following scenarios best illustrates the concept of neuroplasticity?
(A) A simple reflex action, like pulling a hand away from a hot object.
(B) The brain area for a violinist's left hand fingers becoming larger with practice.
(C) The transmission of a neural impulse along a myelinated axon.
(D) The release of neurotransmitters into a synaptic cleft.

273. Based on the passage, a key function of the spinal cord is to:
(A) process complex emotions and thoughts.
(B) regulate the release of hormones into the bloodstream.
(C) solely control all voluntary muscle movements.
(D) act as a relay station for signals between the brain and the body.

274. The passage suggests that neuroplasticity is a process that:
(A) is a continuous and ongoing feature of the brain throughout life.
(B) only occurs during early childhood development.
(C) is primarily involved in recovery from severe injury.
(D) ceases once an individual reaches adulthood.

275. The term "functional reorganization" as used in the context of neuroplasticity refers to the ability of:
(A) the spinal cord to generate complex thoughts.
(B) neurons to fire action potentials more rapidly.
(C) undamaged brain areas to assume the roles of damaged ones.
(D) the brain to prevent any changes to its structure.

Direction : Please read the following source carefully.

The Peripheral Nervous System (PNS) encompasses all the neural structures that lie outside the brain and spinal cord, serving as the connection between the central nervous system (CNS) and the limbs and organs. Its primary function is to transmit information to and from the CNS. The PNS is broadly divided into two main components: the somatic nervous system and the autonomic nervous system. The somatic nervous system is associated with the voluntary control of body movements via skeletal muscles. It consists of afferent nerves that relay sensory information (e.g., from the skin and muscles) to the CNS and efferent nerves that carry motor commands from the CNS to the muscles. The autonomic nervous system, in contrast, is responsible for regulating involuntary bodily functions that are not typically under conscious control, such as heart rate, digestion, respiratory rate, and glandular secretion. This system itself is further subdivided into the sympathetic and parasympathetic divisions. The sympathetic division prepares the body for "fight-or-flight" responses during times of stress, increasing heart rate and alertness. The parasympathetic division, conversely, promotes "rest-and-digest" functions, calming the body down to conserve and maintain energy. These two

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divisions often work in opposition to maintain the body's homeostatic balance.

Based on the above source, attempt the following five questions.

276. Which of the following actions is primarily controlled by the somatic nervous system?
(A) The decision to kick a ball.
(B) The digestion of a meal.
(C) The increase in heart rate when frightened.
(D) The secretion of saliva.

277. According to the passage, the autonomic nervous system is chiefly responsible for:
(A) processing sensory information from the skin.
(B) controlling voluntary skeletal muscles.
(C) connecting different regions within the brain.
(D) regulating involuntary bodily functions.

278. A state of high alertness, dilated pupils, and increased heart rate during a stressful situation would be attributed to the activation of the:
(A) somatic nervous system.
(B) sympathetic division.
(C) parasympathetic division.
(D) central nervous system.

279. The passage describes afferent and efferent nerves as part of the somatic system. A motor command to move one's arm would be carried by:
(A) an afferent nerve.
(B) the parasympathetic division.
(C) an efferent nerve.
(D) an interneuron within the PNS.

280. The relationship between the sympathetic and parasympathetic divisions is best described as:
(A) synergistic, where both work together for the same goal.
(B) independent, with each controlling separate functions.
(C) hierarchical, with one controlling the other.
(D) antagonistic, where they produce opposing effects to maintain balance.

Direction : Please read the following source carefully.

In the field of physiological psychology, invasive methods are research techniques that involve direct physical intervention with the nervous system to study brain-behavior relationships. These methods, while providing highly specific data, require surgery or other forms of intrusion. One prominent invasive approach is the lesion technique, where a specific area of the brain is intentionally damaged or destroyed (ablated) to observe subsequent changes in an organism's behavior. By correlating the location of the lesion with the resulting behavioral deficit, researchers can infer the function of that brain region. Chemical methods represent another invasive strategy; they can involve administering drugs that stimulate or deactivate certain neurons or infusing chemicals to trace neural pathways. Another powerful tool is the use of microelectrode studies, which allow for the recording of the electrical activity of a single neuron or a small group of neurons. This single-unit recording provides precise information about how individual cells respond to specific stimuli or during particular behaviors. Finally, anatomical methods, such as selective staining techniques, are used post-mortem to visualize neural structures, pathways, and connections that may have been altered or are of interest, complementing the findings from behavioral and physiological observations.

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Based on the above source, attempt the following five questions.

281. A researcher who destroys a small part of an animal's hypothalamus and observes changes in its eating behavior is using which invasive method?
(A) A lesion technique
(B) A microelectrode study
(C) An anatomical staining method
(D) A chemical deactivation

282. What is the primary advantage of microelectrode studies as described in the passage?
(A) They allow for the observation of the entire brain at once.
(B) They provide precise data on the activity of individual neurons.
(C) They can be performed without any surgery.
(D) They are used to visualize large-scale anatomical structures post-mortem.

283. According to the passage, invasive methods are characterized by their:

(A) reliance on post-mortem tissue analysis.
(B) direct physical intervention with the nervous system.
(C) use of computer-based imaging techniques.
(D) measurement of behavior without altering brain structure.

284. A scientist infuses a specific drug into a brain region to temporarily block the action of a neurotransmitter. This would be an example of a(n):
(A) chemical method.
(B) anatomical method.
(C) degeneration technique.
(D) lesion technique.

285. The fundamental logic behind the lesion technique is that the:
(A) electrical activity of a neuron reveals its anatomical structure.
(B) chemical composition of the brain dictates all behavior.
(C) function of a brain area can be inferred from the deficits caused by its absence.
(D) staining of neurons post-mortem can reveal their real-time activity.

Direction : Please read the following source carefully.

Contrasting with invasive approaches, non-invasive methods in physiological psychology allow for the study of the brain's structure and function without surgical intrusion. These techniques are crucial for research with human participants. One of the oldest non-invasive methods is Electroencephalography (EEG), which measures and records the brain's spontaneous electrical activity through a series of electrodes placed on the scalp. EEG provides excellent temporal resolution, meaning it can detect rapid changes in brain activity in real-time, making it ideal for studying processes like sleep stages or responses to sensory stimuli. However, its spatial resolution is limited, making it difficult to pinpoint the exact source of the activity. More recent non-invasive tools include various scanning methods. Structural scanning methods, such as Computed Tomography (CT) and Magnetic Resonance Imaging (MRI), provide detailed static images of the brain's anatomy. Functional scanning methods, like Positron Emission Tomography (PET) and functional Magnetic Resonance Imaging (fMRI), go a step further by visualizing brain activity. fMRI, for instance, measures changes in blood flow to different brain regions, operating on the principle that active neural areas require more oxygenated blood. These scanning methods offer superior spatial resolution compared to EEG, allowing researchers to map specific functions to distinct brain areas.

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Based on the above source, attempt the following five questions.

286. A researcher wants to study the precise timing of brain responses to a series of auditory clicks, measured in milliseconds. Which non-invasive method would be most suitable for this purpose?
(A) Computed Tomography (CT)
(B) Magnetic Resonance Imaging (MRI)
(C) Positron Emission Tomography (PET)
(D) Electroencephalography (EEG)

287. According to the passage, what is a primary limitation of EEG?
(A) It requires surgical implantation of electrodes.
(B) It has poor temporal resolution.
(C) It has poor spatial resolution.
(D) It cannot be used on human participants.

288. The fundamental difference between structural scanning methods (like MRI) and functional scanning methods (like fMRI) is that:
(A) structural methods measure brain activity, while functional methods image anatomy.
(B) structural methods provide static images of anatomy, while functional methods measure brain activity.
(C) structural methods have better temporal resolution, while functional methods have better spatial resolution.
(D) structural methods are invasive, while functional methods are non-invasive.

289. The principle that active brain regions require more oxygenated blood is the basis for which of the following techniques?
(A) Electroencephalography (EEG)
(B) Computed Tomography (CT)
(C) Lesion studies
(D) functional Magnetic Resonance Imaging (fMRI)

followed by sudden depolarization when the action potential fires. After the signal passes, the neuron undergoes repolarization to restore its electrical balance. Finally, the cell enters a brief refractory period during which it is temporarily unable to fire another impulse. This sequence ensures signal directionality and allows the neuron to reset for future communication.

16. (B) Endocrine gland
Endocrine glands are specialized organs that secrete chemical messengers called hormones directly into the circulatory system. Unlike exocrine glands that use ducts, endocrine glands rely on the blood to transport their products to distant target tissues and organs. These hormones play a vital role in regulating long-term physiological processes, including growth, metabolism, and mood. By influencing these states, endocrine glands manage various behaviors essential for survival and long-term adaptation to the environmental and internal changes.

17. (B) Genetic factors
Twin studies provide a powerful method for estimating the heritability of traits by comparing different types of twins. Monozygotic twins share all of their genetic material, whereas dizygotic twins share only half on average. A significantly higher concordance rate in monozygotic twins suggests that genetic factors exert a strong influence on the trait being studied. This is because both types of twins are generally assumed to share similar environmental influences while growing up together in a home.

18. (A) P-3, Q-4, R-1, S-2
Different brain regions are specialized for distinct physiological and cognitive tasks. The medulla manages essential life-sustaining functions like breathing, while the cerebellum ensures smooth movement and balance. The thalamus acts as the primary sensory relay station, directing incoming information to the appropriate areas of the cerebral cortex. Finally, the cortex itself is responsible for complex processes like language and higher-order thinking. This mapping illustrates the functional specialization required for the body to operate effectively and interact meaningfully.

19. (C) Lesion technique
The lesion technique is a classic invasive method used to determine the function of specific brain areas. By intentionally damaging or removing a localized part of an animal's brain, researchers can observe the resulting behavioral changes or deficits. This approach allows scientists to infer that the damaged region is necessary for the behaviors that are no longer performed correctly. It establishes a direct link between brain structure and functional output, providing deep insights into neurobiology and behavioral control.

20. (D) A chemical messenger that transmits signals across a synapse to another neuron.
A neurotransmitter is a chemical substance produced by neurons to facilitate communication across the synaptic gap. When an electrical impulse reaches the axon terminal, these chemicals are released to travel across the synapse and bind with receptors on a neighboring cell. This chemical signaling is fundamental to the operation of the nervous system, allowing for the precise and rapid transmission of information throughout the body, underlying every thought, emotion, and physical action an individual performs.

21. (B) Both A and R are true but R is not the correct explanation of A.
The autonomic nervous system regulates involuntary bodily processes such as heart rate and digestion. While it consists of the sympathetic and parasympathetic divisions, which have opposing effects to maintain balance, the existence of these two divisions is a description of its structure rather than the reason why it is involuntary. Both statements are accurate regarding the system's role and organization, but the second does not serve as a causal explanation for the first functional definition.

22. (B) A neuron either fires at full strength or does not fire at all.
The all-or-none principle describes the binary nature of neural firing. Once the stimulus intensity reaches a specific threshold at the axon hillock, a neuron fires an action potential at a constant strength and speed. Increasing the stimulus strength beyond this point does not result in a stronger impulse; instead, it may increase the frequency of firing. This consistency

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genetics employ specific methodologies. Twin studies are a cornerstone of this research. By comparing the concordance rates (the probability that if one twin has a trait, the other will also have it) for a specific trait between monozygotic (identical) twins, who share 100% of their genes, and dizygotic (fraternal) twins, who share on average 50% of their genes, researchers can estimate the trait's heritability. A significantly higher concordance rate in monozygotic twins suggests a strong genetic component. Adoption studies offer another powerful approach. These studies compare the similarity of adopted children to their biological parents (with whom they share genes but not environment) and their adoptive parents (with whom they share environment but not genes), providing another means to parse the separate effects of nature and nurture.

Based on the above source, attempt the following five questions.

296. The central question addressed by the "nature-nurture controversy" is the:
(A) identification of specific genes for behavior.
(B) effect of chromosomal anomalies on physical development.
(C) process of genetic transmission from parent to child.
(D) relative influence of heredity and environment on traits.

297. In a twin study, a higher concordance rate for a trait in monozygotic twins compared to dizygotic twins would suggest that the trait is:
(A) significantly influenced by genetic factors.
(B) primarily determined by the environment.
(C) caused by a chromosomal anomaly.
(D) learned through social interaction.

298. An adoption study is a powerful tool for behavioral genetics because it:
(A) allows for the direct manipulation of genes.
(B) helps separate the effects of shared genes from the effects of a shared environment.
(C) can eliminate all environmental influences.
(D) focuses exclusively on individuals with chromosomal anomalies.

299. According to the passage, chromosomal anomalies are examples of:
(A) a methodological approach to studying heritability.
(B) a clear link between genetic variations and behavioral syndromes.
(C) traits that are purely determined by nurture.
(D) the comparison group used in twin studies.

300. A researcher finds that adopted children resemble their biological parents more than their adoptive parents on a measure of introversion. This finding would support the role of _____ in this trait.
(A) nature
(B) nurture
(C) random chance
(D) peer influence

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ANSWERS

1. (B) Transduction
Transduction is the essential biological mechanism through which physical energy from the environment is converted into electrical impulses by sensory receptors. This allows the brain to interpret various external inputs such as light or sound waves. Without this fundamental conversion process, the central nervous system would be unable to perceive or understand any information gathered from the surroundings, making it the bridge between simple sensation and complex perception.

2. (A) Both Statement I and Statement II are true.
Sensations are categorized based on their distribution and the complexity of the organs involved. General sensations encompass feelings like pressure, pain, and temperature, which are detected by receptors spread throughout the skin and internal tissues. Conversely, specific sensations like vision, audition, and olfaction rely on highly specialized, localized sense organs. Both statements accurately reflect this physiological distinction between widespread somatic inputs and concentrated sensory systems used for perceiving the world.

3. (C) Dendrite
Dendrites are the tree-like extensions branching out from the cell body of a neuron. Their primary function is to act as the receiving station for chemical messages sent by neighboring neurons. These structures contain numerous receptor sites where neurotransmitters bind to initiate a change in the cell's electrical state. By gathering incoming signals and directing them toward the soma, dendrites play a pivotal role in the initial stage of complex neural communication.

4. (D) Neurons are specialized cells that transmit information through electrical and chemical signals.
Neurons represent the primary functional units of the nervous system, designed specifically for rapid and efficient communication. They utilize an electrical process known as the action potential to send signals along their axons and a chemical process involving neurotransmitters to cross synaptic gaps. This dual-mode transmission allows for the complex processing and relaying of information that underlies all human behavior, thought, and sensory experience, distinguishing them from other non-signaling brain cells.

5. (C) Electroencephalography (EEG)
Electroencephalography is a widely used non-invasive technique that records the sum of electrical activity from the brain's surface. By placing electrodes on the scalp, researchers can monitor brain waves and fluctuations in neural firing during various states like sleep or cognitive tasks. Since it does not require surgical intervention or the implantation of devices, it remains a safe and effective method for studying human neurophysiology while providing excellent temporal resolution for real-time activity.

6. (C) A is true but R is false.
Neuroplasticity is the remarkable ability of the brain to modify its physical structure and functional organization throughout an individual's life. This process involves strengthening synaptic connections and creating new neural pathways in response to learning, experience, or recovery from injury. It directly contradicts the outdated notion that the adult brain is rigid and unchangeable. While some regions are less flexible than others, the capacity for modification remains present well beyond early childhood development.

7. (D) Scanning methods
Invasive techniques in physiological psychology involve procedures that physically alter or penetrate the body to study the brain. These include lesioning specific areas, studying neural degeneration, or recording single-cell activity using implanted microelectrodes. In contrast, scanning methods like MRI, PET, and CT scans are non-invasive because they provide images of internal structures and activity from the outside, utilizing magnets or radiation without requiring

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any surgical intervention or permanent damage to the neural tissue.

8. (A) To generate movement and maintain posture
The muscular system is the primary effector mechanism used by the nervous system to produce observable behavior. It consists of specialized tissues that contract to generate physical movement, maintain stable posture, and facilitate vital internal functions like circulation and digestion. By translating neural commands into mechanical force, muscles enable an organism to interact with its environment, perform voluntary actions, and respond effectively to various internal and external stimuli necessary for survival and interaction.

9. (A) a, b, and d
Hunger is a complex biological drive regulated by various physiological signals and brain structures. The hypothalamus serves as the primary control center, with specific regions managing appetite and satiety. Hormones like ghrelin increase the desire to eat, and blood glucose levels provide critical feedback about energy availability. Damage to the ventromedial hypothalamus often leads to hyperphagia and significant overeating, illustrating its role as a satiety center, while blood glucose definitely impacts these hunger sensations.

10. (A) Amygdala
The amygdala is an almond-shaped structure within the limbic system that plays a central role in processing emotional information. It is particularly vital for detecting environmental threats and generating fear responses. When this region is damaged, individuals often struggle to recognize emotional cues in others and may lose the ability to form or recall memories associated with fear. This specialization makes the amygdala essential for emotional regulation and the formation of lasting emotional memories and associations.

11. (D) Genetics and environment
The nature-nurture controversy is a fundamental debate in psychology concerning the origins of human behavior and traits. It weighs the relative influence of biological factors, such as genetic inheritance and neurobiology, against environmental factors like upbringing, culture, and life experiences. Researchers aim to understand how these two forces interact to shape an individual's development, intelligence, and personality, rather than viewing them as mutually exclusive, providing a comprehensive view of human behavioral and mental development.

12. (D) b, c, d, and e
Synaptic transmission is the chemical communication process occurring at the junction between two neurons. Unlike electrical conduction within a single cell, this process utilizes neurotransmitters released into the synaptic cleft that bind to specialized receptor sites on the receiving neuron. This method is typically slower than action potential propagation but allows for complex signal modulation. However, it does not involve the direct flow of ions through gap junctions, which is characteristic of electrical rather than chemical synapses.

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13. (C) Receptor site
A receptor site is a specific protein molecule located on the surface of a neuron's dendrites or cell body. These sites are designed to recognize and bind with particular neurotransmitters released from a presynaptic neuron. This binding functions like a key fitting into a lock, initiating a series of chemical or electrical changes that either excite or inhibit the postsynaptic cell. This interaction is the essential first step in facilitating communication across the synaptic gap.

14. (D) It is responsible for processing complex cognitive functions and high-level decision-making.
The peripheral nervous system acts as the extensive communication network linking the central nervous system to the rest of the body. It is divided into the somatic system for voluntary movement and the autonomic system for involuntary functions. While the PNS is crucial for carrying sensory data and motor commands, higher-level processing, complex cognitive functions, and decision-making are primarily the responsibility of the brain, which is the core part of the central nervous system.

15. (A) a, b, c, d
A neural impulse follows a strict chronological order of electrochemical changes across the cell membrane. It begins with the resting potential,

265. A drug that prevents vesicles in the terminal button from releasing their contents would directly interfere with:
(A) the process of synaptic transmission.
(B) the propagation of the action potential down the axon.
(C) the neuron's ability to reach its threshold of excitation.
(D) the metabolic function of the soma.

Direction : Please read the following source carefully.

Neurotransmitters are the chemical agents that facilitate communication across the synaptic gap between neurons. These substances are synthesized within the neuron and stored in synaptic vesicles located in the axon terminals. Upon the arrival of an action potential, these vesicles fuse with the presynaptic membrane and release their contents into the synaptic cleft. Once in the cleft, neurotransmitters diffuse and bind to specialized receptor proteins on the postsynaptic membrane, much like a key fitting into a lock. This binding action alters the membrane potential of the postsynaptic neuron, producing a postsynaptic potential. This potential can be either excitatory, increasing the likelihood that the receiving neuron will fire its own action potential, or inhibitory, decreasing this likelihood. The overall effect on the postsynaptic neuron depends on the summation of all the excitatory and inhibitory inputs it receives from various presynaptic neurons. The influence of a neurotransmitter is temporary; its action is terminated through processes like reuptake, where it is reabsorbed by the presynaptic neuron, or enzymatic degradation, where it is broken down by enzymes in the synapse. This intricate balance of release, binding, and termination is fundamental to all nervous system functions.

Based on the above source, attempt the following five questions.

266. What is the primary function of a neurotransmitter as described in the passage?
(A) To generate an action potential within the presynaptic neuron.
(B) To serve as a chemical messenger between neurons.
(C) To provide metabolic energy to the synapse.
(D) To physically connect the pre- and postsynaptic membranes.

267. An inhibitory postsynaptic potential would have which of the following effects on a receiving neuron?
(A) It increases the probability that the neuron will fire an action potential.
(B) It decreases the probability that the neuron will fire an action potential.
(C) It triggers the immediate reuptake of neurotransmitters.
(D) It initiates the synthesis of more neurotransmitters.

268. According to the passage, the termination of a neurotransmitter's action is achieved through processes such as:
(A) reabsorption by the sending neuron.
(B) permanent binding to the postsynaptic receptor.
(C) continuous release from synaptic vesicles.
(D) summation of postsynaptic potentials.

269. The analogy of a "key fitting into a lock" is used to describe the:
(A) fusion of synaptic vesicles with the presynaptic membrane.
(B) process of enzymatic degradation in the synapse.
(C) specificity of neurotransmitter binding to receptor sites.
(D) all-or-none nature of the action potential.

270. Based on the passage, the decision for a postsynaptic neuron to fire is determined by the:
(A) type of neurotransmitter released, regardless of quantity.
(B) speed at which neurotransmitters cross the synaptic cleft.
(C) number of synaptic vesicles present in the axon terminal.
(D) aggregate effect of all excitatory and inhibitory inputs.

Direction : Please read the following source carefully.

The Central Nervous System (CNS), comprising the brain and the spinal cord, is the primary command and control center of the body. The brain is responsible for complex functions such as thought, emotion, memory, and sensory processing, while the spinal cord serves as a crucial conduit for nerve signals between the brain

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ensures that neural signals remain distinct and clear during transmission through the complex circuits of the nervous system.

23. (D) Vestibular system
The vestibular system is the sensory system responsible for providing the brain with information about motion, head position, and spatial orientation. Located within the inner ear, it consists of fluid-filled canals that detect changes in gravity and acceleration. This system is essential for maintaining physical balance, coordinating eye movements with head position, and allowing an individual to move smoothly. It works alongside vision and proprioception to maintain a stable and accurate sense of the body's position.

24. (A) The brain processes and interprets information, while the spinal cord provides pathways and controls reflexes.
The central nervous system is composed of the brain and the spinal cord, each performing distinct but integrated functions. The brain serves as the primary processing center for interpreting sensory information and generating complex thoughts. The spinal cord acts as the main pathway for signals traveling between the brain and the rest of the body. Additionally, the spinal cord manages simple reflex actions that require immediate response, demonstrating the specialized labor within the central command center.

25. (C) Endocrine system
The endocrine system manages the hormonal regulation of behavior through the secretion of chemicals into the bloodstream. These hormones influence a wide range of activities, including reproductive behaviors, stress responses, and metabolic rates. By acting on distant target organs and specific brain regions, the endocrine system provides a slower but more long-lasting method of behavioral control compared to the rapid signaling of the nervous system. This widespread influence is essential for coordinating long-term physiological and behavioral states.

26. (A) Down Syndrome
Down Syndrome is a common chromosomal anomaly resulting from a partial or complete extra copy of chromosome twenty-one. This genetic condition typically leads to characteristic physical features and varying degrees of intellectual disability. As a biological basis for behavioral and cognitive differences, it illustrates how variations in the human genome can significantly impact development, health, and the overall functioning of an individual. This condition is a primary focus in behavioral genetics and the study of developmental disorders.

27. (D) The adult brain is a static and unchangeable organ.
The concept of neuroplasticity revolutionized neuroscience by demonstrating that the adult brain is not a static organ. Previously, it was widely believed that neural structures were fixed and unchangeable after early development. However, research now shows that the brain can rewire itself, form new connections, and even generate new neurons in certain areas. This adaptability allows the brain to compensate for injury and adjust to new experiences, fundamentally changing how we view human potential and recovery.

28. (B) Vision
Specific sensations are those that are processed by highly specialized sensory organs localized in specific parts of the body. Vision is a prime example, as it relies on the complex structure of the eyes to detect light and convert it into neural signals. Unlike general sensations like touch, pain, or temperature, which are detected by simpler receptors distributed throughout the skin and internal tissues, specific sensations provide detailed and specialized information about the environment through dedicated sensory systems.

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29. (C) To increase the speed of the neural impulse
The myelin sheath is a fatty layer of insulation that wraps around the axons of many neurons. Its primary role is to facilitate saltatory conduction, where the neural impulse effectively jumps between the uninsulated gaps in the sheath known as nodes of Ranvier. This mechanism significantly increases the speed at which electrical signals travel down the axon, allowing for more rapid communication and efficient processing within the nervous system, which is essential for motor and sensory coordination.

30. (D) Sympathetic division
The sympathetic division of the autonomic nervous system is responsible for activating the fight-or-flight response during perceived threats or emergencies. This physiological reaction involves increasing the heart rate, dilating the pupils, and diverting blood flow toward the muscles. These rapid changes prepare the organism to either confront the danger or flee to safety. It illustrates how the nervous system coordinates immediate biological responses to ensure survival and effective reaction in highly stressful or dangerous situations.

31. (A) Lesion studies are considered a non-invasive technique.
Lesion studies are inherently invasive because they involve the physical destruction or alteration of brain tissue to observe behavioral outcomes. While other methods like EEG or fMRI are non-invasive and leave the body intact, lesioning requires surgical procedures and permanent changes to the neural structure. This distinction is crucial for understanding the ethical considerations and experimental limitations associated with different techniques used in research. Invasive methods are typically reserved for animal studies where causal links are explored.

32. (B) The concentration of solutes in the body fluids
The biological basis of thirst is primarily governed by the concentration of solutes within body fluids, a state known as osmolarity. When cells become dehydrated or the volume of blood decreases, specialized receptors in the brain detect these changes. This triggers a homeostatic drive that motivates the individual to consume water. This process ensures that the body maintains the necessary fluid balance required for cellular function and overall physiological health, illustrating the brain's role in homeostatic maintenance.

33. (B) Amygdala, hippocampus, and hypothalamus
The limbic system consists of several interconnected structures that are fundamental to emotional and motivational processing. The amygdala handles emotional responses, particularly fear, while the hippocampus is essential for memory formation and learning. The hypothalamus coordinates various biological drives, including hunger and thirst, and links the nervous system to the endocrine system. Together, these components regulate the complex interplay between feelings, memories, and survival-oriented behaviors, making them central to the study of the biological basis of behavior.

34. (A) Separate the influence of genetics from the influence of the shared family environment.
Adoption studies are a vital tool in behavioral genetics for distinguishing between genetic and environmental influences on human traits. By comparing adopted children to both their biological and adoptive parents, researchers can determine which characteristics are more influenced by shared genes and which by the home environment. Resemblance to biological parents suggests a genetic basis, while similarity to adoptive parents highlights the significant role of nurture. This design provides clarity in the long-standing nature-nurture debate.

35. (C) Synaptic cleft
The synaptic cleft is the extremely narrow fluid-filled space that separates the axon terminal of a sending neuron from the dendrite or cell body of a receiving neuron. This physical gap prevents direct electrical conduction between the two cells. Instead, communication is achieved through the release of chemical neurotransmitters, which diffuse across the cleft to relay the signal. This gap allows for the complex modulation and integration of information, which is a cornerstone of advanced neural functioning and processing.

36. (D) Motor neuron
Motor neurons, also known as efferent neurons, are specialized cells that transmit instructions from the central nervous system to the body's effectors, such as muscles and glands. By carrying these signals, they enable the execution of both voluntary movements and involuntary physiological responses. This flow of information is essential for translating internal decisions and reflexive triggers into physical actions, completing the functional loop of behavior and allowing the organism to interact effectively with its surrounding environment.

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37. (C) Degeneration technique
The degeneration technique is an anatomical method used to map neural pathways by tracking the path of axons that are breaking down. When a specific brain region is damaged, the axons originating from those neurons begin to deteriorate. By using special stains to visualize these fragments under a microscope, researchers can identify exactly where those neurons were connected. This provides detailed information about the structural organization of the brain and the physical pathways that link different functional regions.

38. (B) Skeletal muscle - Hormone secretion
Different types of muscle tissue are specialized for specific physiological roles. Skeletal muscles are under voluntary control and facilitate physical movement and posture. Smooth muscles manage involuntary functions like digestion, while cardiac muscles are responsible for the heart's rhythmic contractions. However, muscles do not primarily function to secrete hormones; that is the role of the endocrine glands. Distinguishing between the muscular and glandular systems is essential for understanding how the body executes different types of biological responses.

39. (D) A circadian rhythm
A circadian rhythm is a natural, internal process that regulates the sleep-wake cycle and repeats roughly every twenty-four hours. These biological rhythms are influenced by external cues like light but are driven by internal master clocks located in the brain. They ensure that various physiological processes, including hormone release and body temperature, occur at the most appropriate times. This synchronization optimizes the organism's functioning throughout the day and night, illustrating the internal control of fundamental behavioral cycles.

40. (A) Travel through the bloodstream to act on distant biological targets.
Hormones and neurotransmitters are both chemical messengers, but they differ significantly in their mode of transport and scope of action. While neurotransmitters carry signals across narrow synapses between adjacent neurons, hormones are secreted into the bloodstream by endocrine glands. This allows hormones to travel throughout the entire body and affect distant organs and tissues. Consequently, hormonal effects are typically slower to emerge but are much more widespread and longer-lasting than the rapid signaling of the nervous system.

41. (C) Inherited genetic predispositions
In the nature-nurture debate, nurture encompasses all environmental influences that shape an individual after conception. This includes family dynamics, social interactions, cultural traditions, and educational opportunities. In contrast, nature refers to the biological blueprint provided by genetic inheritance. While parenting and life experiences are central to the nurture side, the specific genetic predispositions passed down from parents are considered part of an individual's innate biological nature. Distinguishing these factors is key to understanding human development and diversity.

42. (A) Sensory adaptation
Sensory adaptation is a fundamental process where sensory receptors decrease their response to a constant and unchanging stimulus over time. This allows the nervous system to ignore background information that is no longer novel, such as the feeling of clothes or steady noise. By focusing on changes in the environment rather than stable inputs, the brain can more efficiently process new and relevant information. This ensures that the limited processing power of the brain is directed toward significant stimuli.

43. (C) Statement I is true, but Statement II is false.
The axon is a specialized extension of the neuron designed to transmit electrical impulses away from the cell body toward other cells. While the soma contains the cell's nucleus and manages its general metabolism, it is not responsible for creating the myelin sheath. Instead, myelin is produced by specialized glial cells that wrap around the axon. This distinction highlights the collaborative nature of different cell types within the nervous system, where neurons and glia perform specialized, interdependent roles.

44. (B) The Autonomic Nervous System is a part of the Peripheral Nervous System.
The human nervous system is structurally divided into the central and peripheral systems. The peripheral nervous system is further divided into

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59. (B) It controls voluntary movements of skeletal muscles.
The somatic nervous system is the branch of the peripheral nervous system that governs voluntary actions. It consists of sensory neurons that carry information to the brain and motor neurons that transmit instructions to the skeletal muscles. By facilitating this two-way communication, the somatic system allows individuals to consciously interact with their surroundings and perform complex physical tasks. It is distinguished from the autonomic nervous system, which manages involuntary processes like heart rate and digestion without conscious effort.

60. (D) Refractory period
The refractory period is a brief interval following the firing of a neural impulse during which the neuron is temporarily unable to generate another action potential. This pause is essential for allowing the cell membrane to reset its electrical charge and ion concentrations. By preventing immediate refiring, the refractory period ensures that neural signals travel in only one direction along the axon and maintains the distinctness of each individual message. It is a critical aspect of neural signaling and timing.

61. (B) PET scan
Positron Emission Tomography is a functional scanning method that measures metabolic activity in the brain. It involves the injection of a small amount of a radioactive substance, usually a form of glucose, which is then tracked as it is consumed by active neurons. By identifying which areas of the brain are using the most energy during a specific task, researchers can visualize the neural basis of various cognitive and emotional processes without the need for invasive surgical procedures.

62. (A) The regulation of circadian rhythms by structures like the hypothalamus.
The biological basis of sleep involves the complex regulation of circadian rhythms and homeostatic drives. Key structures within the brain, particularly the hypothalamus, act as internal clocks that coordinate the timing of sleep and wakefulness in response to environmental light cues. This process ensures the body receives necessary rest for cognitive restoration and physiological repair. It demonstrates how specific brain mechanisms manage fundamental behaviors essential for health, rather than simply shutting down all sensory input or motor activity.

63. (C) A modulatory effect, altering the probability of certain behaviors.
Hormones exert a modulatory effect on behavior rather than acting as direct and absolute causes. By traveling through the bloodstream and binding to receptors in the brain, they alter the sensitivity of neural circuits and change the probability that certain behaviors will occur in response to stimuli. This subtle influence allows the endocrine system to adjust an individual's behavioral tendencies over time, such as during periods of stress or reproduction, providing a broad method of coordination across the organism.

64. (C) Nervous System: Parasympathetic - Function: "Rest and digest"
The parasympathetic nervous system is the division of the autonomic nervous system responsible for promoting the rest-and-digest state. It acts to conserve energy by slowing the heart rate, stimulating digestion, and lowering blood pressure after a period of stress. This system works in opposition to the sympathetic division, ensuring that the body can recover and maintain internal resources. Other pairings like sensory neurons carrying signals to muscles or axons receiving signals are anatomically and functionally incorrect descriptions.

65. (C) Klinefelter Syndrome
Klinefelter Syndrome is a chromosomal anomaly that occurs in males when they are born with an extra X chromosome, resulting in an XXY pattern. This biological condition can lead to physical differences, such as reduced muscle mass and lower testosterone levels, as well as potential developmental challenges. It highlights the significant impact that chromosomal variations can have on an individual's physical development and long-term health, illustrating how fundamental genetic blueprints shape the physical and behavioral traits of an individual.

66. (C) Neurons
Neurons are the fundamental units of the nervous system, specialized for the complex tasks of receiving, processing, and transmitting

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and internal bodily states through different specialized pathways, ensuring the organism can act purposefully while maintaining internal physiological stability.

52. (B) Neuroplasticity
Neuroplasticity refers to the brain's dynamic ability to change its structure and function throughout life. This process is most evident after brain damage, where the brain can reroute signals and reassign functions to healthy areas to compensate for the loss. It also occurs during normal learning as new synaptic connections are formed. This flexibility is essential for recovery, adaptation, and the continuous acquisition of new skills, demonstrating that the brain remains a responsive and modifiable organ across the lifespan.

53. (C) Pressure
General sensations are those detected by receptors distributed widely throughout the body, rather than being concentrated in specialized organs. Pressure is a classic example of a general sensation, as its receptors are found across the skin and in various internal tissues. In contrast, sensations like hearing, taste, and smell are considered specific because they rely on localized, highly complex structures such as the ears, tongue, and nose. General sensations provide broad feedback about the body's physical state and interactions.

54. (C) Computed Tomography (CT) scan
Computed Tomography, or CT, is a non-invasive scanning method that uses X-rays to create detailed structural images of the brain. While it is excellent for visualizing physical anatomy and identifying abnormalities like tumors, it does not provide information about real-time brain function or metabolic activity. This makes it a valuable tool for diagnostic structural imaging but less useful for researchers interested in the dynamic neural processing that occurs during specific cognitive or emotional tasks in living individuals.

55. (B) P-4, Q-1, R-3, S-2
The endocrine system consists of various glands that perform specialized regulatory functions through hormone release. The adrenal glands produce adrenaline for stress responses, while the pancreas secretes insulin to manage blood sugar. The pituitary gland is known as the master gland because it regulates the activity of other glands. Finally, the gonads produce sex hormones like testosterone and estrogen, which are essential for the development of sexual characteristics and reproductive behaviors. This coordination is vital for overall physiological balance.

56. (C) A is true but R is false.
The limbic system is a group of interconnected brain structures primarily responsible for managing emotions, learning, and memory. While it includes regions like the amygdala and hippocampus, the cerebellum is not considered part of this system. Instead, the cerebellum is located at the back of the brain and is specialized for coordinating voluntary movements and maintaining balance. Both statements concern brain structure and function, but the second incorrectly categorizes the cerebellum as part of the limbic system.

57. (C) Thirst
Thirst is a fundamental biological drive that motivates an individual to seek out and consume water. It is primarily triggered by cellular dehydration or a decrease in blood volume, which signals a homeostatic imbalance. By responding to these physiological needs, the body ensures that it maintains the proper level of hydration required for cellular function and survival. This internal monitoring process is a key example of how biological needs generate specific motivational states to maintain stable internal conditions.

58. (B) They help to disentangle the relative effects of shared genetics and environment.
The most significant advantage of twin studies is their ability to separate the relative influences of genetics and environment on human behavior. By comparing identical twins, who share all their genes, with fraternal twins, who share only half, researchers can calculate the heritability of specific traits. This method provides a powerful way to understand how biological blueprints and life experiences interact to shape individual differences in personality and intelligence, providing a clear window into the nature-nurture debate.

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the somatic and autonomic nervous systems. The autonomic system is responsible for managing involuntary functions such as heart rate and digestion, while the somatic system handles voluntary muscle control. Understanding this hierarchy is essential for grasping how the brain communicates with various parts of the body to maintain life, regulate internal states, and execute physical behavior.

45. (B) a, b, and c
The glandular system, specifically the endocrine portion, plays a multifaceted role in regulating the body's internal state and behavior. It is essential for managing metabolic processes, overseeing physical growth and development, and coordinating the body's response to stress through the release of hormones. While it works closely with the nervous system, its primary function is chemical regulation and long-term coordination rather than the direct conduction of electrical neural impulses, which is the specialized role of neurons and axons.

46. (D) Hormones such as testosterone and estrogen
The biological drive for sexual behavior is heavily influenced by the endocrine system's production of sex hormones. In both males and females, hormones such as testosterone and estrogen play a significant role in regulating arousal and reproductive cycles. These chemical messengers interact with specific brain regions, particularly within the hypothalamus, to modulate the probability of sexual behavior. This illustrates the deep link between hormonal states and fundamental motives that ensure species survival, demonstrating the biological roots of complex social behaviors.

47. (A) "Emotional brain"
The limbic system is frequently referred to as the emotional brain because of its central role in processing feelings and generating affective responses. It bridges the gap between basic physiological drives and higher-level cognitive functions. By integrating memory, motivation, and emotion, this collection of structures allows an individual to experience complex internal states and react appropriately to the world. This functional specialization distinguishes the limbic system from areas primarily dedicated to motor control, language, or basic sensory relay.

48. (B) Turner Syndrome
Turner Syndrome is a chromosomal anomaly that occurs when a female is born with only one functional X chromosome instead of two. This condition leads to specific physical characteristics and can impact various aspects of development and health. As a biological condition, it serves as an important example in behavioral genetics of how chromosomal variations can influence the physical and behavioral traits of an individual from conception, highlighting the biological foundations of diversity and specific developmental profiles.

49. (B) Microelectrode study
Microelectrode studies are highly precise invasive methods used to record the electrical activity of individual neurons. By surgically inserting an extremely fine wire into the brain, researchers can monitor the firing patterns of single cells in real time. This technique provides a high level of detail that is not possible with non-invasive methods like EEG, which measure the sum of activity from the scalp. It is essential for understanding the specific neural codes and cellular contributions to complex psychological processes.

50. (A) Synapse
The synapse is the functional junction where a neural impulse is transmitted from the axon terminal of one neuron to another cell, such as a neuron, muscle, or gland. This specialized site allows neurons to communicate through the release of chemical neurotransmitters. By serving as the primary point of information exchange, the synapse is fundamental to the formation of the complex neural networks that underlie all aspects of cognition, emotion, and behavior, facilitating both excitatory and inhibitory signals.

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51. (D) Somatic and autonomic systems
The peripheral nervous system is divided into two primary functional components known as the somatic and autonomic nervous systems. The somatic system facilitates communication between the central nervous system and the skeletal muscles for voluntary movement. The autonomic system manages self-regulating processes like heart rate and digestion. This structural organization allows the nervous system to simultaneously control external interactions

information. Each neuron is designed to gather signals from other cells, integrate that data, and then send its own message through electrical impulses and chemical signals. This incredible capacity for communication allows for the sophisticated functioning of the brain and the coordination of all bodily actions, thoughts, and emotional experiences, serving as the biological basis for all psychological phenomena.

67. (A) a and b
The central nervous system is anatomically defined as the part of the nervous system that is encased within protective bone for maximum safety. It consists exclusively of the brain, which is housed in the skull, and the spinal cord, which is protected by the vertebral column. Other components, such as somatic and cranial nerves, are considered part of the peripheral nervous system because they extend outside these bony structures to reach the limbs, organs, and other tissues.

68. (C) Chemical method
Chemical methods in physiological psychology involve the targeted application of substances to specific brain regions to observe their effects on behavior. This invasive technique allows researchers to either stimulate or block the activity of certain neurotransmitters by injecting drugs through a surgically implanted cannula. By manipulating the chemical environment of the brain, scientists can gain precise insights into how different neurotransmitter systems contribute to various cognitive functions, emotional states, and behavioral patterns without relying solely on electrical recordings.

69. (A) b, d, a, c
The organization of the nervous system can be viewed as a progression from simple chemical components to complex functional networks. Neurotransmitters are the basic chemical messengers that facilitate communication across the synapse, which is the functional junction between individual neurons. These neurons then group together to form the vast and intricate nervous system. This hierarchy illustrates how microscopic molecular interactions ultimately give rise to the sophisticated processing and coordination of human behavior and thought through increasingly complex biological structures.

70. (C) Sleep - Circadian rhythm disruption
Sleep is a fundamental motivational state driven by the body's need for restoration and the regulation of internal biological clocks. When these circadian rhythms are disrupted, such as during jet lag, the drive for sleep becomes significantly stronger as the body tries to restore its natural cycle. This illustrates the biological basis of motivation, where the brain monitors internal states and environmental cycles to ensure that the organism rests and recovers at the most appropriate times for survival.

71. (C) Limbic system
The limbic system is a collection of deeply situated brain structures that play a critical role in managing emotions, motivation, and memory formation. Key components include the amygdala, which processes fear; the hippocampus, which is essential for learning; and the hypothalamus, which regulates biological drives. By working together, these structures allow for the complex integration of internal feelings and external experiences, shaping an individual's reactions to the world and serving as the primary biological center for emotional life.

72. (B) Adopted children show more resemblance for the trait to their adoptive parents than to their biological parents.
When a trait is primarily influenced by nurture, environmental factors play a larger role than genetic inheritance in determining its expression. In adoption studies, this is evidenced when adopted children show a stronger resemblance to their adoptive parents, who provide their upbringing and environment, than to their biological parents. This finding highlights the significant impact that home life, education, and social experiences can have on the development of individual characteristics, moving the emphasis away from the genetic blueprint.

73. (A) Transduce environmental energy into neural signals.
The primary function of sensory receptors is to perform transduction, the process of converting various forms of environmental energy into neural signals the brain can interpret. Whether it

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is light waves for vision, sound waves for hearing, or chemical molecules for taste and smell, these specialized cells translate external stimuli into the electrical language of the nervous system. This conversion is the essential first step that allows the brain to perceive the world and coordinate appropriate cognitive and behavioral responses.

74. (A) Both Statement I and Statement II are true.
A neural impulse is accurately described as an electrochemical event because it involves both electrical and chemical processes. The electrical component is the movement of charged ions across the neuron's membrane, which generates the action potential. The chemical component occurs at the synapse, where neurotransmitters are released to communicate with the next cell. Together, these processes allow for the rapid and precise transmission of information through the complex networks of the nervous system, facilitating all aspects of biological functioning.

75. (C) Somatic nervous system
The somatic nervous system is the part of the peripheral nervous system that manages voluntary actions and sensory feedback. It utilizes sensory neurons to carry information from the skin and sense organs to the central nervous system, and motor neurons to send commands from the brain to the skeletal muscles. This system is essential for consciously perceiving the environment and executing deliberate physical movements, distinguishing it from the autonomic system that handles involuntary bodily functions like heart rate and digestion.

76. (C) Invasive methods allow for a high degree of experimental control and precision.
Invasive methods provide researchers with an exceptionally high degree of experimental control and precision in studying the brain. By directly manipulating or recording from specific neural structures through surgery, scientists can establish clear causal relationships between brain activity and behavior. Although these techniques carry more risk and are typically used in animal research, the detailed information they provide is invaluable for understanding the fundamental biological mechanisms that underlie complex psychological processes, far beyond what non-invasive methods can offer.

77. (B) Controlling voluntary muscle contraction
The glandular system is primarily responsible for chemical regulation through the secretion of hormones that manage long-term processes like metabolism, growth, and stress responses. While it works closely with the nervous system, it does not directly control voluntary muscle contractions. Those actions are the responsibility of the somatic nervous system and the skeletal muscles. The glandular system's role is to modulate physiological states rather than to execute the rapid physical movements associated with conscious and deliberate physical activity.

78. (B) Biological motivations are homeostatic mechanisms aimed at maintaining internal balance.
Biological motivations are fundamentally homeostatic mechanisms designed to maintain the body's internal balance, or equilibrium. When a physiological need arises, such as a drop in blood sugar or dehydration, the brain triggers a drive state that motivates the individual to act in a way that restores balance. This internal monitoring and response system ensures that vital conditions like temperature and energy levels remain within the range required for healthy functioning, illustrating the primary purpose of biological drives.

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79. (C) Bloodstream
The hormonal regulation of behavior depends on the endocrine system's ability to transport chemical messengers throughout the body using the bloodstream. After being secreted by glands, hormones circulate through the entire circulatory system to reach distant target organs and specific regions of the brain. This mode of transport allows hormones to exert widespread and long-lasting effects on physiological states and behavioral tendencies, providing a broad method of coordination across the whole organism compared to localized synaptic signaling.

80. (C) It is difficult to separate the effects of shared genes from shared environment.
A key limitation of correlational twin studies is the difficulty in completely separating the effects of shared genetics from the influence of a shared environment. Because twins who are raised together experience many of the same social and familial factors, it can be challenging to determine

if their similarities are due to their identical DNA or their common surroundings. This is why researchers also use adoption studies to gain a clearer picture of the relative contributions of nature and nurture.

81. (D) Myelin
Neurons are categorized into three main functional types based on the direction in which they transmit information: sensory, motor, and interneurons. While myelin is a crucial component that insulates many axons to speed up transmission, it is not a type of neuron itself. Instead, it is a fatty substance produced by specialized glial cells that wrap around the axon. Distinguishing between the primary signaling cells and their supportive structures is essential for understanding the organization of the nervous system.

82. (B) Reorganize its structure and function in response to experience.
Neuroplasticity is the brain's remarkable capacity to reorganize its structural and functional connections in response to experience, learning, and environmental changes. This ability allows the brain to strengthen certain pathways through use and prune others that are no longer needed. It also enables recovery after injury by allowing healthy areas to adapt and take over lost functions. This ongoing flexibility ensures that the brain remains a dynamic and responsive organ throughout life, challenging older beliefs about a fixed adult brain.

83. (C) Anatomical method
Anatomical methods in physiological psychology focus on studying the physical structure and organization of the nervous system. Techniques such as staining brain tissue and examining it under a microscope allow researchers to visualize individual neurons and their connections. This approach provides the foundational structural knowledge necessary to understand how the brain's physical makeup supports its various functions. It is distinct from functional methods that measure activity or lesion methods that observe the behavioral outcomes of tissue damage.

84. (B) Involuntary and striated, found only in the heart.
Cardiac muscle is a unique type of tissue found exclusively in the heart. It is characterized by being both involuntary, meaning its contractions are not consciously controlled, and striated, similar in appearance to skeletal muscle. This specialized structure allows the heart to pump blood continuously and rhythmically throughout the body. Unlike smooth muscle found in other internal organs, cardiac muscle is designed for high endurance and perfectly coordinated action to maintain life-sustaining circulation without the need for conscious direction.

85. (A) a, b, c, and d
Sexual behavior is a motivated state that differs from hunger and thirst because it is not primarily driven by a homeostatic deficit or essential for individual survival. However, it is crucial for species survival and is regulated by a complex interplay of hormones like testosterone and estrogen. Brain structures within the hypothalamus play a key role in managing this drive, which is influenced by both biological signals and learned cues. It is certainly not purely a learned behavior without biology.

86. (A) Both A and R are true and R is the correct explanation of A.
Monozygotic twins are exceptionally useful for studying heritability because they are genetically identical, sharing one hundred percent of their DNA. In contrast, dizygotic twins share only about fifty percent, similar to regular siblings. By comparing the similarity of traits between these two types of twins, researchers can estimate how much of the variation in behavior is due to genetic factors versus the environment. This comparison is the fundamental logic used in twin studies to disentangle nature and nurture.

87. (C) Cell body (Soma)
The cell body, or soma, is the central part of the neuron that houses the nucleus and manages the cell's essential metabolic and life-sustaining functions. While it is vital for the neuron's health, it is not directly involved in the rapid transmission of the neural impulse along the axon's length. That process depends on the movement of ions across the axon membrane and the specialized

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nodes. The soma integrates signals but does not conduct the action potential itself.

88. (B) Central Nervous System
The central nervous system is the primary control and processing center of the body, consisting exclusively of the brain and the spinal cord. Together, these two structures integrate incoming sensory information, coordinate complex thoughts and emotions, and issue motor commands to the rest of the organism. This system is protected by the bones of the skull and the vertebral column, reflecting its critical importance in managing every aspect of an individual's functioning, distinguishing it from the peripheral system nerves.

89. (B) Lesion technique
A case study of an individual with a specific brain injury is conceptually similar to an experimental lesion study. In both situations, researchers observe the behavioral deficits that occur when a particular part of the brain is no longer functioning. This allows scientists to infer the role that the damaged area normally plays in behavior. While one occurs naturally through injury and the other is a controlled experiment, both provide essential insights into the complex relationship between brain structure and function.

90. (C) Pituitary gland
The pituitary gland is widely recognized as the master gland of the endocrine system. Located at the base of the brain, it secretes several essential hormones that direct the activity of many other glands, such as the thyroid and adrenal glands. By acting as a central coordinator, the pituitary ensures that the various components of the glandular system work together to regulate vital processes like growth, reproduction, and the body's response to stress, linking neural and hormonal systems.

91. (B) It is a self-propagating, all-or-none electrochemical event.
The action potential is the fundamental electrical signal used by neurons to transmit information. It is a self-propagating, all-or-none event, meaning once triggered, it travels the entire length of the axon without losing strength. This electrical surge is created by the rapid movement of ions across the cell membrane. Its consistent intensity ensures that the message remains clear and reliable as it travels through the complex circuits of the nervous system, regardless of the stimulus's initial strength.

92. (B) Parasympathetic nervous system
The parasympathetic nervous system is the division of the autonomic nervous system that manages the body's rest-and-digest functions. It is activated during periods of calm and safety to conserve energy by slowing the heart rate, lowering blood pressure, and enhancing digestive activity. By promoting these recuperative processes, the parasympathetic system helps the body recover from stress and maintain its internal resources, working in balance with the action-oriented sympathetic division to ensure overall physiological stability and health.

93. (A) Post-mortem anatomical method
The post-mortem anatomical method involves the detailed examination of brain tissue from individuals after their death. This approach is particularly valuable for studying neurological disorders, as it allows researchers to look for structural abnormalities that may not have been visible using non-invasive methods during life. By correlating these physical findings with the patient's known symptoms and behaviors, scientists can gain a deeper understanding of the biological basis of various brain-related conditions and their impact on functional abilities.

94. (A) a, b, and d
The endocrine system consists of various glands that secrete hormones directly into the bloodstream to regulate bodily functions. Major endocrine glands include the pituitary, the adrenal glands, and the thyroid. Salivary glands, however, are exocrine glands because they release their products through ducts onto a surface rather than into the circulatory system. Distinguishing between endocrine and exocrine glands is essential for understanding how the body delivers different types of chemical products to their target destinations for regulation.

95. (B) Emotion, motivation, and memory
The influence of the limbic system on human behavior is best understood as the continuous

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interplay between emotion, motivation, and memory. This collection of brain structures allows an individual to assign emotional significance to experiences, form lasting memories of those events, and generate the motivation to repeat or avoid them in the future. This functional integration is what makes our behavior flexible and responsive to both internal feelings and our personal history of environmental interactions within our specific surroundings.

96. (C) Twin studies of twins raised apart
Studying identical twins who were raised in different environments is considered one of the most powerful research designs in behavioral genetics. Because these individuals share one hundred percent of their genes but none of their shared home environment, any similarities they exhibit can be more confidently attributed to genetic factors. This unique scenario allows researchers to disentangle nature from nurture with a high degree of clarity, providing strong evidence for the biological roots of many human traits and behavioral patterns.

97. (A) They are processed by specialized, complex sense organs.
The defining feature of specific sensations, such as vision, hearing, and taste, is that they are processed by highly specialized and complex sense organs. These organs are localized in specific areas of the head and are designed to detect unique types of environmental energy. This contrasts with general sensations, which use simpler receptors distributed across the skin and internal tissues. The complexity of these organs allows for the sophisticated perception of the detailed world, far beyond basic tactile feedback.

98. (C) Resting potential
The resting potential is the stable electrical state of a neuron when it is not actively transmitting a signal. During this time, the interior of the cell membrane is negatively charged relative to the outside, creating a state of readiness. This charge difference is maintained by the active transport of ions. When a stimulus is strong enough to reach the threshold, it triggers the action potential, which temporarily reverses this electrical state to send a message through the neuron's circuits.

99. (C) An increase in heart rate during exercise
The autonomic nervous system is responsible for regulating involuntary bodily functions that occur without conscious effort. An increase in heart rate during exercise is a prime example of this system in action, specifically the sympathetic division, which prepares the body for physical exertion. Unlike voluntary actions like kicking a ball or writing, which are controlled by the somatic nervous system, these autonomic responses are automatically managed by the brain to maintain internal homeostasis and support physical activity efficiently.

100. (B) P-3, Q-4, R-1, S-2
Physiological psychology uses various methods to study the brain, each providing different information. EEG records electrical activity from the scalp, while lesion studies involve destroying regions to see behavioral effects. Functional MRI tracks changes in blood flow to measure brain activity during tasks. Staining is an anatomical method used to visualize cellular structures in brain tissue slices. Together, these techniques allow researchers to explore the brain's anatomy, function, and relationship to behavior from multiple structural and functional perspectives.

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101. (C) d, b, c, a
A simple reflex arc involves a rapid and involuntary sequence of events that protects the body from harm. It begins when a sensory receptor detects a stimulus, like heat. The signal is carried by a sensory neuron to the central nervous system, where it is integrated by an interneuron in the spinal cord. The interneuron then immediately activates a motor neuron, which carries the command to a muscle to withdraw. This direct pathway ensures an immediate physical response.

102. (D) The amount of myelination on axons
Hunger is a motivated state regulated by a variety of biological factors, including the activity of the hypothalamus and the levels of hormones like ghrelin and insulin. Blood glucose levels also provide essential signals about the body's energy needs. However, the amount of myelination on axons is related to the speed of neural transmission and does not have a functional role in regulating the drive to eat. This illustrates the specialization of different biological systems in behavior control.

structure and functional organization in response to learning, experience, and environmental demands. This dynamic process involves the strengthening of active synaptic connections and the pruning of those that are unused, as well as the ability to reroute functions after injury. By remaining flexible throughout life, the brain can continuously adapt, allowing individuals to acquire new skills and recover from various neurological challenges effectively.

133. (D) Injecting a drug that mimics a neurotransmitter into a brain region
Chemical methods in physiological psychology involve the targeted manipulation of brain chemistry to study its influence on behavior. A prime example is the injection of a drug into a specific brain region to either mimic or block the action of a particular neurotransmitter. This invasive approach allows researchers to explore the functional role of different chemical systems in managing processes like mood, memory, and motivation, providing detailed insights into the molecular foundations of psychological phenomena and behavioral responses.

134. (A) A reversible lesion
A reversible lesion is an invasive technique that allows researchers to temporarily inactivate a specific brain region without causing permanent damage. This can be achieved by using cooling techniques or injecting certain chemicals that temporarily block neural firing. By observing the behavior before, during, and after the inactivation, scientists can determine the precise role of that area in a specific behavior. This method offers a powerful tool for establishing causal links while allowing the brain to return to normal.

135. (A) a, b, and e
The muscular and glandular systems are essential effectors that allow the nervous system to interact with the environment and regulate internal states. Muscles execute physical behaviors through contraction, while glands release hormones to manage physiological processes and behavioral tendencies. Skeletal muscles provide voluntary control, whereas endocrine glands provide long-term chemical regulation without the use of ducts. Together, these systems ensure that an organism can respond effectively to stimuli, maintain internal balance, and survive in a dynamic and challenging world.

136. (C) Hunger, thirst, sleep, and sex
The hypothalamus is a vital brain structure that acts as a central hub for regulating fundamental motivated behaviors essential for survival and reproduction. It integrates sensory information and biological signals to manage the drives for hunger, thirst, sleep, and sex. By coordinating both neural and hormonal responses, the hypothalamus ensures that the body maintains homeostasis and reacts appropriately to internal needs and environmental cues. Its wide-ranging influence makes it a cornerstone of the biological basis of motivation.

137. (C) Hormones are slow-acting messengers that have widespread, prolonged effects.
Hormonal regulation of behavior is characterized by wide-ranging and prolonged effects on the body and brain. Unlike the rapid and localized signaling of neurotransmitters, hormones are released into the bloodstream and travel to distant target organs. This relatively slow-acting process allows the endocrine system to coordinate long-term physiological changes and behavioral predispositions, such as those related to growth, development, and reproductive cycles. This broad influence is essential for maintaining internal stability and managing the organism's response to demands.

138. (C) Trisomy 21 (Down Syndrome)
Trisomy 21, commonly known as Down Syndrome, is a classic example of a chromosomal anomaly. It occurs when an individual has three copies of chromosome twenty-one instead of the usual two. This biological condition leads to characteristic physical features and varying degrees of intellectual disability. As a genetic variation, it illustrates how the fundamental structure of the human genome can significantly impact an individual's developmental trajectory, health, and overall cognitive and behavioral profile throughout their entire lifespan and development.

139. (C) Transduction
Transduction is the fundamental biological process of converting environmental energy into the neural signals that the brain can interpret. This

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information from experiences and helps convert it into a stable form stored elsewhere in the brain. Damage to this region often leads to an inability to create new memories of facts or events, while leaving older memories intact. This highlights the structure's critical importance in learning and our ability to build a continuous personal history through experiences.

111. (D) Nature
In adoption studies, if children's traits, such as IQ scores, are found to be more similar to their biological parents than to their adoptive parents, it provides strong evidence for the influence of nature. This finding suggests that genetic inheritance plays a significant role in determining those characteristics, even when the children were raised in a completely different home environment. It emphasizes the enduring impact of biological predispositions on an individual's development and mental traits compared to nurture.

112. (A) The arrival of an action potential at the axon terminal.
The release of neurotransmitters is a precisely timed chemical event triggered by the arrival of an electrical action potential at the neuron's axon terminal. This electrical signal causes synaptic vesicles to fuse with the presynaptic membrane and spill their chemical contents into the synaptic cleft. These neurotransmitters then travel across the gap to communicate with the next cell. This conversion from an electrical to a chemical signal is the fundamental mechanism of information exchange between neurons in the brain.

113. (C) Neuroplasticity
The observation that a professional pianist has expanded cortical areas for finger control is a clear example of neuroplasticity in the adult brain. Through years of intensive practice and sensory-motor experience, the brain's structure actually reorganizes to allocate more resources to the frequently used pathways. This demonstrates that the brain is not a static organ but is highly adaptable, capable of physically changing its functional maps to optimize performance in response to specialized activities and ongoing learning.

114. (C) EEG
Electroencephalography provides the highest temporal resolution among common brain imaging and recording methods. Because it records electrical activity from the scalp in real-time, it can track changes in neural firing that occur within milliseconds. This makes it an invaluable tool for researchers who need to understand the precise timing of brain responses during cognitive tasks or sensory processing. While it lacks the spatial detail of methods like fMRI, its speed in capturing dynamic activity is unmatched.

115. (C) Salivary gland
Exocrine glands are distinguished from endocrine glands by their method of secretion. While endocrine glands release hormones directly into the bloodstream, exocrine glands use specialized ducts to deliver their products, such as sweat or saliva, onto a body surface or into an internal cavity. The salivary glands are a classic example, as they secrete saliva into the mouth to begin digestion. Illustrating one way the body manages its chemical products, this distinction is fundamental to understanding glandular function.

116. (B) Both A and R are true but R is not the correct explanation of A.
The autonomic nervous system is composed of two primary divisions with distinct physiological roles. The sympathetic division prepares the body for action, while the parasympathetic division promotes rest and energy conservation. Both are part of the autonomic system because they regulate involuntary functions. While both statements are accurate regarding their function and categorization, the description of their specific roles does not serve as the causal reason for why they are both categorized under the autonomic nervous system umbrella.

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117. (B) Reuptake of neurotransmitters
Reuptake is a critical process in synaptic transmission where the presynaptic neuron reabsorbs excess neurotransmitters from the synaptic cleft. This mechanism serves two important functions: it clears the synapse to terminate the chemical signal and allows the neuron to recycle its chemical messengers for future use. By precisely controlling the

concentration and duration of neurotransmitters in the gap, reuptake ensures that neural communication remains clear and efficient within the complex and interconnected networks of the human brain.

118. (B) Somatic nervous system
The somatic nervous system is the part of the peripheral nervous system that carries out voluntary commands from the brain to the skeletal muscles. When you decide to perform a physical action, such as picking up a book, this system transmits the necessary signals to the appropriate muscles to execute the movement. By facilitating conscious control over the body, the somatic system allows individuals to purposefully interact with their environment and carry out a wide range of deliberate physical behaviors.

119. (C) Require penetration or physical alteration of the body
The primary distinction between invasive and non-invasive methods in physiological psychology is based on whether the procedure requires penetration or physical alteration of the body. Invasive techniques, such as lesioning or single-cell recording, involve surgery and direct interaction with brain tissue. Non-invasive methods study the brain from the outside using sensors or imaging technology. This difference is fundamental to the ethical guidelines and practical applications of research in both human populations and animal models in the field.

120. (C) All sensory receptors are located in the brain.
Sensory receptors are specialized cells that perform the vital task of transduction, converting environmental energy into neural signals. While the brain processes these signals, the receptors themselves are located throughout the body in the various sense organs and tissues. For example, photoreceptors are in the eyes, while touch receptors are spread across the skin. The idea that all receptors are in the brain is incorrect, as they are the body's primary interface for gathering information from surroundings.

121. (C) Hormones
The endocrine system utilizes chemical messengers called hormones to regulate various physiological processes and behaviors. These substances are produced by glands and released directly into the bloodstream, allowing them to travel throughout the body to reach distant target cells. Hormones play a fundamental role in managing long-term functions such as growth, metabolism, and reproductive cycles. Their widespread influence makes them essential for coordinating the body's internal activities and overall responses to the environment over extended periods of time.

122. (B) Trait X has a significant genetic component.
In twin studies, comparing the concordance rates of monozygotic and dizygotic twins provides an estimate of a trait's heritability. A significantly higher rate in identical twins, who share one hundred percent of their DNA, compared to fraternal twins, who share only fifty percent, suggests that genetic factors play a major role in determining that trait. This finding helps researchers understand the biological basis of characteristics ranging from physical health to personality, illustrating how genetics contributes to individual differences.

123. (C) Connect other neurons to each other within the CNS
Interneurons are specialized cells located entirely within the central nervous system that act as the primary communicators between other neurons. Their role is to integrate information from sensory neurons and relay instructions to motor neurons, as well as facilitate complex processing within the brain itself. By forming intricate networks, interneurons allow for sophisticated cognitive functions such as reasoning and memory, making them essential for the higher-level integration that characterizes human behavior and thought throughout the entire lifespan.

124. (D) a, b, c, and d
Neuroplasticity involves a variety of structural and functional changes in the brain that occur throughout life. These include the sprouting of new dendrites, changes in receptor numbers at synapses, and the pruning of unused pathways to improve efficiency. Additionally, entire areas of the cerebral cortex can be reorganized to take on new tasks. These dynamic processes allow the brain to adapt to learning, experience, and recovery from injury, ensuring ongoing flexibility and functional stability in the nervous system.

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125. (B) The path of deteriorating axons following damage to a brain area.
A researcher using the degeneration technique is interested in mapping the brain's structural connections by observing what happens after damage occurs. When a neuron dies, its axon begins to break down. By using special staining methods to trace these deteriorating fragments, scientists can identify exactly where that neuron was originally sending its signals. This anatomical method provides a high level of detail about the physical pathways that link different brain regions, which is essential for understanding neural organization.

126. (A) P-3, Q-1, R-4, S-2
The various divisions of the nervous system are specialized for distinct functional roles. The somatic system governs voluntary muscle control, while the sympathetic division prepares the body for action through the fight-or-flight response. The parasympathetic system facilitates the rest-and-digest state, promoting recovery and energy conservation. Finally, the central nervous system serves as the primary hub for integration and processing, coordinating all incoming information and outgoing commands to manage the organism's behavior and physiological state effectively within its environment.

127. (B) Responses to maintain bodily homeostasis
The biological basis of motivation suggests that fundamental drives like hunger and thirst are primarily homeostatic mechanisms. These states are triggered when the body's internal environment deviates from its optimal balance, such as when energy stores are low. By generating a motivation to act, the brain prompts behaviors that will restore equilibrium. This internal monitoring and response system ensures that vital physiological conditions are maintained, supporting the organism's long-term health and survival through focused behavioral adjustments.

128. (A) Stress
Adrenaline and cortisol are two primary hormones released by the adrenal glands during times of stress. Adrenaline triggers immediate physiological changes like a faster heart rate and increased energy as part of the fight-or-flight response. Cortisol helps the body manage long-term stress by regulating metabolism and immune function. Together, these chemical messengers allow the body to mobilize its resources effectively in response to both sudden threats and enduring environmental challenges, illustrating the endocrine system's role in adaptation.

129. (B) Heredity and environment in behavior
The nature-nurture controversy is a long-standing debate concerning the relative contributions of heredity and environment to human behavior and mental processes. Nature refers to the biological and genetic factors that an individual is born with, while nurture encompasses the wide range of environmental influences experienced throughout life. Psychologists aim to understand how these two forces interact and combine to shape an individual's unique personality, intelligence, and overall development during their lifespan, rather than viewing them as completely separate.

130. (D) Synapse
A neuron is a specialized cell with several key structural components, including the soma, which houses the nucleus; the dendrites, which receive signals; and the axon, which transmits impulses. While the synapse is essential for neural communication, it is not a part of the individual neuron itself. Instead, it is the microscopic gap or junction between the terminal of one neuron and the membrane of another, representing the point where information is exchanged between different signaling cells.

131. (C) The myelin sheath
The myelin sheath is a specialized layer of fatty tissue that provides essential insulation for many axons within the nervous system. Its primary function is to significantly increase the speed and efficiency of neural impulse transmission by allowing the signal to jump between uninsulated gaps. This structural feature is vital for the rapid communication required for complex sensory processing, motor coordination, and cognitive functions, illustrating how biological specialized structures support the sophisticated operation of the brain and body.

132. (B) Neuroplasticity
Neuroplasticity is the term used to describe the brain's remarkable capacity to alter its physical

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chemical message back into an electrical signal, completing the transfer of information between neurons within the neural network.

161. (D) Klinefelter Syndrome
Klinefelter Syndrome is a chromosomal anomaly characterized by the presence of an extra X chromosome in a male, resulting in an XXY pattern. This biological condition can lead to specific physical differences, such as reduced muscle mass and higher-than-average height, as well as potential impacts on reproductive health and cognitive development. As a genetic variation, it serves as an important example of how chromosomal makeup can influence an individual's physical and behavioral traits from the moment of conception.

162. (C) Skin and internal organs
Receptors for general sensations, such as touch, pressure, and temperature, are located throughout the skin and within various internal organs and tissues. This wide distribution allows the body to monitor tactile information and thermal changes from almost any part of the body. Unlike specific sensations that rely on localized and complex organs like the eyes or ears, general sensations provide a broad sense of somatic state. This widespread detection system is essential for perceiving physical interactions and maintaining balance.

163. (C) Resting potential
The resting potential is the electrical charge difference that exists across the membrane of a neuron when it is not actively transmitting an impulse. In this state, the interior of the cell is negatively charged compared to the outside, creating a form of stored electrical energy. This potential is maintained by the active transport of ions. When a stimulus reaches the threshold of excitation, it triggers the action potential, which temporarily reverses this charge to send messages.

164. (C) d, b, c, a
A simple reflex arc involves a rapid and involuntary sequence of events that protects the body from harm. It begins when a sensory receptor detects a stimulus, like heat. The signal is carried by a sensory neuron to the central nervous system, where it is integrated by an interneuron. The interneuron then immediately activates a motor neuron, which carries the command to a muscle to withdraw. This direct pathway bypasses higher-level processing to ensure an immediate response.

165. (D) a, b, c, and d
Non-invasive methods in physiological psychology offer a safe way to study brain-behavior relationships without the need for surgery or physical alteration of the body. Techniques like EEG and various scanning methods record brain activity or structure from the outside, allowing for research in healthy humans. While these methods often provide less spatial precision than invasive techniques, they are invaluable for exploring the neural foundations of complex cognitive and emotional processes in living individuals with minimal physical risk or discomfort.

166. (A) P-4, Q-3, R-1, S-2
The biological basis of behavior involves various key concepts with distinct roles. A neurotransmitter is a chemical messenger that facilitates communication at the synapse, while a hormone travels through the bloodstream to coordinate long-term processes. A neural impulse is the electrical signal that carries information along an individual neuron. Finally, neuroplasticity refers to the brain's remarkable capacity to reorganize its structure and function in response to experience, illustrating the dynamic nature of the nervous system and control.

167. (B) Excessive overeating (hyperphagia)
A lesion in the ventromedial hypothalamus is most likely to cause hyperphagia, a condition characterized by excessive and uncontrollable overeating. This brain region normally serves as a satiety center, signaling to the organism when it has consumed enough food. When this area is damaged, the signal for fullness is lost, leading to significant weight gain. This finding illustrates the critical role that specific hypothalamic nuclei play in regulating fundamental motivated behaviors like hunger and maintaining internal energy balance.

168. (C) Hormonal regulation of behavior
The release of oxytocin into the bloodstream is a prime example of the hormonal regulation of behavior. This chemical messenger is involved

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conversion is performed by specialized sensory receptors that respond to stimuli like light, sound, or chemicals. By translating physical energy into electrical impulses, transduction serves as the essential bridge between the external world and the internal experience of sensation. Without this critical first step, the nervous system would be unable to perceive or respond to any information from its surroundings.

140. (A) Both A and R are true and R is the correct explanation of A.
Synaptic transmission is the essential communication process between neurons that allows for the integration and relay of information throughout the nervous system. When an action potential reaches the axon terminal, it triggers the release of neurotransmitters into the synaptic cleft. These chemicals then travel across the narrow gap to bind with specific receptors on the receiving neuron, initiating a new electrical signal. This precise and complex mechanism is fundamental to all brain functions, including learning, memory, and behavioral control.

141. (B) Autonomic nervous system
The autonomic nervous system is the branch of the peripheral nervous system responsible for regulating the body's internal environment without conscious effort. It governs the self-regulated actions of glands and internal organs, such as the heart and digestive system. By managing these involuntary processes, the autonomic system ensures that the body maintains homeostasis and responds appropriately to changes in activity levels or stress, allowing for the automatic coordination of vital functions essential for survival and overall physical health.

142. (C) Post-mortem anatomical method
Studying the brains of deceased individuals who suffered from Alzheimer's disease and comparing them with healthy brains is an application of the post-mortem anatomical method. This approach allows researchers to identify physical changes, such as significant tissue loss, that are associated with neurological disorders. By linking these structural findings to the symptoms experienced during life, scientists can gain invaluable insights into the biological basis and progression of various brain-related diseases, providing a detailed understanding of the conditions.

143. (C) Exocrine glands
Exocrine glands are a type of gland specialized for delivering their products to specific locations through a system of ducts. These secretions, which include sweat and saliva, are released onto the body's external surface or into internal cavities rather than directly into the bloodstream. This method of delivery allows for the targeted application of chemical substances for various functions like cooling the body or aiding in digestion, illustrating how the glandular system supports diverse physiological processes throughout the entire body.

144. (C) Hunger
A drop in blood glucose levels is a primary physiological signal used by the brain to monitor the body's energy stores. When levels fall, specialized receptors in the hypothalamus detect the change and trigger the motivation of hunger. This biological signal prompts the individual to seek out and consume food to restore energy levels and maintain homeostasis. This process is a clear example of how internal physiological states directly influence motivational drives to ensure the body's fundamental needs are met.

145. (D) Fear
The amygdala is a structure within the limbic system that is critically important for the processing and regulation of emotions, particularly fear. It helps the brain recognize environmental threats and coordinate the appropriate physiological and behavioral responses. Damage to the amygdala can result in a significant decrease in the ability to experience fear or recognize fearful expressions in others. This specialization makes the amygdala a key component in the biological basis of emotional experience and survival-oriented reactions to dangerous situations.

146. (A) A significantly higher correlation between the scores of identical twins than fraternal twins.
In behavioral genetics, a significantly higher correlation for a trait among monozygotic twins compared to dizygotic twins provides the strongest evidence for a genetic influence. Because identical twins share all of their DNA,

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103. (C) Adrenal glands
When an individual experiences sudden, intense fear, the adrenal glands release the hormone adrenaline into the bloodstream. This chemical messenger triggers a rapid series of physiological changes, such as an increased heart rate and heightened alertness, as part of the fight-or-flight response. This hormonal surge prepares the body to respond to a perceived threat, demonstrating how the endocrine and nervous systems work together to coordinate urgent survival-oriented behaviors and immediate emotional reactions to the surrounding environment.

104. (C) Genetic inheritance
The primary argument of the nature perspective in psychology is that human behavior and traits are largely determined by genetic inheritance. Proponents of this view emphasize the role of biological blueprints passed down from parents, suggesting that many aspects of personality and intelligence are innate. This biological foundation provides the starting point for development, which is then further influenced by environmental factors throughout life. This perspective stands in contrast to the nurture view, which emphasizes learned experiences and social upbringing.

105. (B) Interneuron
Interneurons are specialized cells located entirely within the central nervous system that act as the primary communicators between other neurons. Their role is to integrate information from sensory neurons and relay instructions to motor neurons, as well as facilitate complex processing within the brain. By forming intricate networks, interneurons allow for higher-order cognitive functions such as reasoning and memory, making them essential for the higher-level integration that characterizes human behavior and thought, unlike sensory or motor neurons.

106. (A) Both Statement I and Statement II are true.
The structural organization of the nervous system includes a clear distinction in how different parts are protected. The central nervous system, comprising the brain and spinal cord, is encased within the bony structures of the skull and vertebral column for maximum safety. In contrast, the peripheral nervous system consists of the nerves that extend throughout the rest of the body. These peripheral nerves are not encased in bone, allowing them to reach the limbs and internal organs effectively.

107. (D) Non-invasive Method - Degeneration technique
The degeneration technique is considered an invasive method in physiological psychology because it involves studying the path of axons that are breaking down after brain tissue has been damaged. This often requires surgical intervention to create the initial damage. In contrast, non-invasive methods like EEG or scanning techniques provide information about the brain's activity or structure without requiring any physical penetration or permanent alteration of the neural tissue, ensuring the subject's physical integrity and safety.

108. (C) Involuntary contractions of internal organs like the intestines
Smooth muscles are a type of involuntary muscle tissue found in the walls of internal organs and vessels. They are responsible for managing various essential physiological processes that occur without conscious control, such as moving food through the digestive tract. Unlike skeletal muscles, which are used for voluntary physical activities, smooth muscles work continuously in the background to maintain internal bodily functions. This specialized tissue is essential for supporting overall health and maintaining life-sustaining processes within the body.

109. (B) Hypothalamus
The hypothalamus is a small but critical brain structure that serves as the primary regulator for many fundamental motivated behaviors essential for survival and reproduction. It monitors internal states and environmental cues to coordinate the drives for hunger, thirst, sleep, and sexual activity. By linking the nervous system to the endocrine system, the hypothalamus ensures the body maintains homeostasis and responds appropriately to biological needs. Its central role makes it indispensable for the regulation of complex motivated states.

110. (C) The formation of new long-term memories
Within the limbic system, the hippocampus is specifically specialized for the formation of new long-term declarative memories. It processes

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affecting specific brain regions, hormones like testosterone modulate the sensitivity of neural circuits, changing the probability of certain actions. This illustrates how the body's internal chemical environment plays a significant role in shaping individual behaviors and psychological states.

154. (B) Nature
When identical twins who were raised in different environments show high similarity for a specific trait, it provides strong evidence for the influence of nature. Since they share one hundred percent of their genetic material but experienced different upbringings and surroundings, their similarities can be more confidently attributed to their shared biological blueprint. This unique research scenario allows behavioral geneticists to highlight the powerful role that heredity plays in determining various aspects of personality, intelligence, and physical characteristics across life.

155. (B) To receive signals from other neurons
The primary function of dendrites is to act as the receiving structures for messages from neighboring neurons. These branch-like extensions reach out from the cell body and are covered in specialized receptor sites that bind with neurotransmitters. By gathering incoming chemical signals and converting them into electrical changes, dendrites initiate the signaling that may lead to an action potential. This role as an information collector makes dendrites essential for the integration of signals from multiple sources within complex neural networks.

156. (B) The biological basis of all behavior
Understanding the structure and function of the central and peripheral nervous systems is fundamental because they provide the biological basis for all human behavior and mental processes. These systems coordinate everything from simple reflexes to complex cognitive tasks and emotional experiences. By integrating sensory information and issuing motor commands, the nervous system allows the organism to perceive the world, make decisions, and interact effectively with its surroundings. This comprehensive control makes it the central focus for studying how biology shapes experience.

157. (D) Microelectrode recording
Microelectrode recording is a clear example of an invasive method because it involves the surgical insertion of fine sensors into brain tissue. This technique allows researchers to monitor the electrical activity of individual neurons with extreme precision, providing detailed data that non-invasive methods cannot capture. While scanning techniques like fMRI or EEG are safe and leave the body intact, microelectrode studies require direct physical access to the brain, illustrating the high level of detail and control associated with invasive research.

158. (D) Adipose
Muscle tissue is categorized into three specialized types based on its structure and function: skeletal, smooth, and cardiac. Adipose tissue, however, is a type of connective tissue designed for storing fat rather than generating physical force through contraction. While muscles are responsible for movement and physiological processes like circulation and digestion, adipose tissue serves different roles such as energy storage and insulation. Distinguishing between these various types of tissue is essential for understanding the different biological systems in behavior.

159. (C) Emotion, memory, and motivation
The limbic system is a group of deeply situated brain structures that are primarily specialized for managing emotion, memory, and motivation. By integrating internal feelings with past experiences and biological drives, this system allows for the complex coordination of behavioral responses. Key components like the amygdala and hippocampus are essential for assigning emotional value to events and storing them for future use. This functional focus makes the limbic system central to understanding how we experience and react to surroundings.

160. (A) b, d, c, a
Synaptic transmission follows a precise chronological sequence of events. It begins when an electrical action potential arrives at the axon terminal. This signal triggers synaptic vesicles to fuse with the presynaptic membrane and release their chemical neurotransmitters into the synaptic cleft. The molecules then diffuse across the gap and bind to specific receptor sites on the postsynaptic neuron. This binding translates the

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while fraternal twins share only half, any greater similarity in identical twins must be due to their shared genetic blueprint. This finding allows researchers to estimate the heritability of traits like extraversion, illustrating how much of our individual personality is rooted in our biological inheritance.

147. (C) Axon
The axon is the specialized part of the neuron designed to carry neural impulses over long distances throughout the body. While dendrites receive signals and the soma manages cellular health, the axon acts as the primary transmission cable. Its length can vary significantly, with some axons extending quite far. Many axons are insulated with myelin to ensure that electrical signals travel quickly and efficiently, facilitating the rapid communication required for motor control and sensory processing within the nervous system.

148. (A) Both Statement I and Statement II are true.
Neurotransmitters can exert either excitatory or inhibitory effects on the receiving neuron, which is fundamental for the complex processing of information in the brain. An excitatory neurotransmitter increases the likelihood that the postsynaptic neuron will fire an action potential, while an inhibitory one decreases that probability. The balance between these opposing signals allows the nervous system to precisely regulate the flow of information, coordinate various behaviors, and maintain the delicate equilibrium required for healthy cognitive and emotional functioning.

149. (C) Central and peripheral systems
The human nervous system is structurally divided into two major components: the central nervous system and the peripheral nervous system. The central system, consisting of the brain and spinal cord, serves as the primary processing and command center. The peripheral system includes all the nerves that connect the central system to the rest of the body, including the limbs and internal organs. Together, these two divisions coordinate every aspect of sensation, thought, and physical action required for survival and interaction.

150. (B) Allow for the study of the living human brain with minimal physical risk.
Non-invasive scanning methods like fMRI and PET offer a major advantage by allowing researchers to study the living human brain with minimal physical risk. These techniques provide detailed images of brain structure and activity while a person is awake and performing various tasks. Unlike invasive methods that require surgery or permanent damage, non-invasive scans are safe for use in human participants. This has revolutionized our ability to explore the neural foundations of complex psychological processes and functional organization.

151. (C) Voluntary control
Skeletal muscles are functionally distinct from other muscle types because they are primarily under voluntary control. This means an individual can consciously decide to contract these muscles to perform physical actions, such as walking or speaking. In contrast, smooth and cardiac muscles are governed by the autonomic nervous system and operate involuntarily. The voluntary nature of skeletal muscle allows for the purposeful interaction with the environment that is a hallmark of complex human behavior and coordinated physical interaction during movement.

NODIA

152. (A) Homeostasis
Homeostasis is the fundamental biological process through which the body maintains a stable and constant internal environment. This regulation is essential for survival and involves monitoring factors such as body temperature, hydration, and energy levels. When these conditions deviate from their optimal range, the brain triggers physiological and behavioral responses to restore balance. This constant adjustment ensures that the body's cells and systems can function effectively, providing a steady foundation for all aspects of physical and mental health.

153. (C) hormonal
A surge of testosterone in males is a classic example of the hormonal regulation of behavior. This chemical messenger, produced by the endocrine system, can influence a variety of behavioral tendencies, including aggression and sexual drive. By traveling through the bloodstream and

in promoting social bonding, trust, and maternal behaviors. By acting on both the brain and various target organs, hormones like oxytocin modulate an individual's behavioral tendencies and emotional states over a widespread area and a longer duration than typical neurotransmitters. This illustrating how the endocrine system coordinates complex social interactions and fundamental biological responses through chemical signaling.

169. (A) Are behaviors learned or innate?
The central question of the nature-nurture controversy is whether human behaviors and traits are primarily innate and determined by biology or are learned through environmental experiences. This debate explores the origins of personality and psychological characteristics, weighing the influence of genetic inheritance against the impact of upbringing and culture. While modern psychology recognizes that most behaviors result from an interaction between these two forces, the fundamental question of their relative contributions remains a core focus of ongoing scientific research.

170. (C) Interneurons form connections between other neurons within the CNS.
Interneurons are specialized neurons that form connections entirely within the central nervous system. Unlike sensory neurons that carry data to the brain or motor neurons that send commands to muscles, interneurons facilitate communication between other neurons. They are the most numerous type in the brain and are essential for the complex integration of information. By forming intricate networks, interneurons allow for higher-order cognitive functions and the coordination of sophisticated behavioral and emotional responses to various internal and external stimuli.

171. (A) Both A and R are true and R is the correct explanation of A.
The central and peripheral nervous systems are anatomically and functionally distinct divisions that work together to manage behavior. The central nervous system, consisting of the brain and spinal cord, serves as the primary hub for integrating information and issuing commands. The peripheral nervous system acts as the transmission system, carrying sensory data from the body to the central system and motor instructions back to the limbs and organs. This clear division of labor is essential for coordination.

172. (B) Degeneration technique
The degeneration technique is an anatomical method used to map the structural connections of the brain by tracking the path of deteriorating axons. When a specific area of the brain is damaged, the axons that originate from those neurons begin to break down into fragments. By using specialized stains to visualize these fragments, researchers can identify exactly where those neurons were sending their signals. This invasive approach provides detailed information about the physical organization and functional pathways within the system.

173. (B) Generate movement
The primary function of the muscular system is to generate physical movement and maintain the body's posture. By contracting and pulling on the skeletal system, muscles allow for a wide range of voluntary actions, such as walking or interacting with objects. Additionally, muscles facilitate essential involuntary processes like circulation and digestion. This ability to translate neural commands into mechanical force makes the muscular system the primary effector through which the nervous system carries out behavior and environmental interaction.

174. (B) Homeostasis
The drive-reduction theory of motivation is based on the biological principle of homeostasis. This concept suggests that when a physiological need arises, such as hunger, it creates an internal state of tension known as a drive. This drive motivates the individual to engage in behaviors that will satisfy the need and restore internal balance. By responding to these biological signals, the organism ensures its vital needs are met, illustrating how the brain manages fundamental behaviors through homeostatic regulation.

175. (B) emotion
In the functional organization of the limbic system, different structures are specialized for distinct roles. Just as the hippocampus is critically involved in the formation of new long-term memories, the amygdala is primarily responsible for processing and generating emotional

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responses, particularly fear. Both structures are essential for assigning significance to experiences and shaping an individual's reactions to the world. This specialization highlights the biological basis of how memory and emotion work together to coordinate complex psychological processes and adaptive behavioral responses.

176. (B) Two separate eggs being fertilized by two separate sperm
Dizygotic twins, also known as fraternal twins, are the result of two separate eggs being fertilized by two separate sperm during the same pregnancy. Because they originate from different genetic pairings, they share only about fifty percent of their DNA on average, the same as any pair of ordinary siblings. Comparing fraternal twins with identical twins, who share one hundred percent of their genes, is a fundamental method in behavioral genetics for estimating the relative influences of nature and nurture.

177. (B) Dendrites
Dendrites are the specialized, branch-like extensions of a neuron that serve as the primary receivers of messages from other cells. They are covered in receptor sites that bind with neurotransmitters released into the synaptic cleft. By gathering these incoming chemical signals and converting them into electrical changes, dendrites allow the neuron to integrate information from multiple sources. This collective input is what ultimately determines whether the neuron will fire an action potential, making dendrites essential for communication within networks.

178. (B) Axon hillock
The action potential is generated at the axon hillock, a specialized region where the cell body tapers into the axon. This area acts as a focal point for integrating all the incoming electrical signals from the dendrites and soma. If the combined excitatory input is strong enough to reach the threshold of excitation, a neural impulse is triggered at this point and then travels the entire length of the axon. This location is critical for initiating the rapid communication used by neurons.

179. (C) Neuroplasticity
When a person develops new neural pathways while learning a language, it is a real-world demonstration of neuroplasticity. This process involves the brain physically changing its structure and functional organization in response to new experiences and learning. By strengthening certain synaptic connections and forming new ones, the brain adapts to the demands of the new task. This lifelong flexibility allows individuals to acquire complex skills and continuously adjust their behavioral and cognitive abilities to meet new environmental challenges and needs.

180. (B) Magnetic Resonance Imaging (MRI)
Magnetic Resonance Imaging is a non-invasive scanning method that is ideal for obtaining detailed, high-resolution three-dimensional images of brain structures. It uses powerful magnetic fields and radio waves to create clear pictures of physical anatomy, allowing researchers to visualize the brain's internal organization without the need for surgery. While other methods like EEG track brain activity over time, MRI is particularly well-suited for identifying the precise location of various brain regions, identifying structural abnormalities, and studying detailed anatomical organization.

181. (B) Endocrine and Exocrine
The glandular system is composed of two primary types of glands that differ in how they deliver their products. Endocrine glands are ductless and secrete hormones directly into the bloodstream to reach distant target organs. Exocrine glands, such as sweat and salivary glands, use specialized ducts to deliver their products to a body surface or into an internal cavity. Understanding this distinction is essential for grasping the various ways the body manages chemical regulation and coordinates physiological processes and behavioral responses.

NODIA

182. (A) Sympathetic nervous system
The physiological arousal experienced during stress, such as a pounding heart and sweating palms, is produced by the activation of the sympathetic nervous system. As a division of the autonomic nervous system, the sympathetic system coordinates the fight-or-flight response to prepare the body for action. It increases heart rate, dilates airways, and triggers the release of stress

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hormones, ensuring the organism can respond effectively to threats. This rapid coordination is a hallmark of the biological basis of stress.

183. (C) "Nurture" refers to the influence of an individual's genetic makeup.
In the context of the nature-nurture debate, nurture refers specifically to the environmental influences that shape an individual, such as upbringing and life experiences. It does not refer to the influence of an individual's genetic makeup, which is defined as nature. Behavioral genetics aims to understand how these two distinct forces interact to determine individual differences in traits. Techniques like twin and adoption studies are used to estimate heritability, illustrating the separate roles that biology and environment play in development.

184. (B) Transduction
Transduction is the biological process of converting physical energy from the environment into a neural code that the brain can interpret. This conversion is performed by specialized sensory receptors that translate stimuli like light or pressure into electrical impulses. By transforming external energy into the language of the nervous system, transduction provides the essential foundation for sensation and perception. This process allows the brain to gather information about the world and coordinate appropriate behavioral and cognitive responses based on input.

185. (B) Increase the concentration of the neurotransmitter in the synapse.
A drug that blocks the reuptake of a neurotransmitter will lead to an increased concentration of that chemical in the synaptic cleft. By preventing the presynaptic neuron from reabsorbing the excess neurotransmitter, the drug allows the chemical signal to remain in the gap for a longer period, resulting in more frequent binding with postsynaptic receptors. This mechanism can significantly enhance the neurotransmitter's effect on the receiving cell, illustrating how chemical substances can be used to modulate neural communication.

186. (D) Parasympathetic nervous system
The parasympathetic nervous system is the division of the autonomic nervous system responsible for calming the body down after a stressful event. By promoting the rest-and-digest state, it works to conserve energy and restore internal balance by slowing the heart rate, lowering blood pressure, and enhancing digestive activity. This system acts in opposition to the sympathetic division, ensuring the body can recover from arousal and maintain its internal resources during periods of calm, illustrating homeostatic regulation of states.

187. (A) behavioral deficits; deteriorating neural pathways
The primary difference between lesion and degeneration techniques lies in what researchers observe following brain damage. A lesion study focuses on the resulting behavioral deficits that occur after a specific region is destroyed, allowing scientists to infer the function of that area. In contrast, a degeneration study involves mapping the physical structural connections of the brain by tracking the breakdown of axons that originated from the damaged site. Both are invasive methods but provide different insights into brain-behavior relationships.

188. (D) a, b, c, d, and e
The biological basis of motivation encompasses a wide range of factors that influence why organisms behave the way they do. This includes homeostatic regulation aimed at maintaining internal balance, the critical role of the hypothalamus in managing drives, and the modulatory effects of various hormones. Additionally, specific neurotransmitter systems and the pursuit of external rewards through incentive pathways are central to the process. Together, these biological components coordinate an individual's responses to internal needs and environmental opportunities effectively.

189. (A) Both A and R are true and R is the correct explanation of A.
Hormones can influence behavior by traveling through the bloodstream and binding to specific receptors located in various target organs and regions of the brain. The limbic system, which is essential for emotional processing, contains numerous receptors for hormones that modulate mood and motivation. This illustrates the deep connection between the endocrine and nervous systems, where chemical messengers from glands

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adrenal glands secrete hormones to coordinate widespread physiological responses to stress, neurons transmit electrical and chemical signals to manage rapid actions and cognitive processes. Both systems utilize specialized components to send messages throughout the body, ensuring that the organism can effectively regulate its internal state and respond to environmental demands.

234. (B) The homeostatic drive for sleep and the circadian rhythm
The motivation to sleep is governed by two primary biological forces: the homeostatic drive for sleep and the circadian rhythm. The homeostatic drive increases the longer an individual stays awake, signaling a physiological need for restoration. The circadian rhythm is an internal clock that regulates the timing of sleepiness and wakefulness in response to light. Together, these mechanisms ensure the body receives the necessary rest for physical recovery and cognitive health, illustrating how biological systems manage fundamental behaviors for survival.

235. (C) Hypothalamus - Regulation of motivated behaviors
Within the limbic system, different structures are specialized for unique functional roles. While the amygdala handles emotional processing, the hypothalamus is primarily responsible for the regulation of fundamental motivated behaviors. It acts as a central control hub for maintaining homeostasis by monitoring biological needs and coordinating the drives for hunger and thirst. This specialized role makes the hypothalamus indispensable for survival, illustrating how the brain's physical organization supports the various processes required for healthy functioning and behavioral responses.

236. (B) Non-shared environmental factors
The observation that identical twins are not always one hundred percent similar for a trait highlights the importance of non-shared environmental factors. These are unique experiences that each twin has independently, such as different social groups or personal hobbies. These individual factors can lead to differences in traits despite having identical genetic blueprints. This finding emphasizes that both nature and the unique aspects of nurture play a role in shaping every person's distinctive personality and behavioral profile over time.

237. (B) Transduction
Transduction is the fundamental biological process that converts environmental energy into a language the nervous system can understand. This conversion is performed by specialized sensory receptors that translate physical stimuli, such as light, into electrical neural signals. By transforming external inputs into this internal code, transduction provides the essential foundation for sensation and perception. This process allows the brain to gather information about the surrounding world, interpret it, and then coordinate appropriate cognitive and behavioral responses required.

238. (A) Both Statement I and Statement II are true.
The electrical charge of a neuron changes significantly during signal transmission. At rest, the interior of the cell membrane is negatively charged compared to the outside, creating a stable resting potential. When an action potential is triggered, positively charged ions rush into the neuron, causing a rapid and temporary reversal of this charge known as depolarization. This sudden electrical surge is what carries the message along the axon, illustrating how the movement of ions across the membrane facilitates communication.

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239. (B) The brain and spinal cord, which serve as the body's main processing and command center.
The central nervous system is composed of the brain and the spinal cord, serving as the body's primary processing and command center. It is encased within protective bone for maximum safety. This system integrates sensory information from the entire body, coordinates complex thoughts and emotions, and issues the motor commands required for every action. By serving as the central hub for coordination, the brain and spinal cord manage the organism's interaction with the environment and ensure homeostatic stability.

240. (B) P-3, Q-4, R-1, S-2
Behavioral genetics utilizes several different study types to explore the relationship between genetics and behavior. Twin studies compare the similarity of traits between twins to estimate

of areas like the amygdala and hippocampus, this system allows individuals to experience complex feelings and generate the drive to react appropriately to their surroundings. This functional integration is what enables humans to exhibit flexible, goal-oriented behaviors that are influenced by both current internal states and a history of personal experiences throughout life.

198. (B) Behavioral genetics
Behavioral genetics is the specialized field of study that explores how heredity and environment contribute to individual differences in behavior and mental processes. Researchers in this area use methods such as twin and adoption studies to estimate the heritability of various traits, including intelligence and personality. By disentangling the relative influences of genetic blueprints and environmental experiences, behavioral genetics provides a deeper understanding of the complex interaction between nature and nurture that shapes the development of every individual human being.

199. (B) Sensation
Sensory receptors are a critical component of the sensation process because they are the specialized cells that detect environmental stimuli. Whether responding to light or chemical molecules, these receptors perform the essential task of transduction, converting physical energy into the neural signals that the brain can process. By serving as the body's primary interface with the outside world, sensory receptors allow an individual to gather information about their surroundings, which is then perceived and interpreted to coordinate appropriate behavioral responses effectively.

200. (B) Action potential
The term neural impulse is synonymous with the action potential, which is the electrical signal that travels along the length of a neuron's axon. This self-propagating event is the fundamental way that information is transmitted through the nervous system. Once a stimulus reaches the threshold of excitation, a rapid exchange of ions across the cell membrane creates a surge of electrical energy. This consistent signal ensures that messages are delivered clearly and reliably between different parts of the brain.

201. (C) Autonomic Nervous System
The autonomic nervous system is a functional division of the nervous system that operates largely below the level of conscious awareness to regulate essential bodily functions. It governs self-regulating processes such as heart rate and digestion, ensuring the body's internal environment stays balanced through homeostatic control. By managing these involuntary actions, the autonomic system allows the body to automatically respond to different levels of activity and stress, maintaining overall health and survival without the need for constant attention.

202. (C) To establish causal links between specific brain structures and behaviors
The main purpose of using invasive methods in physiological psychology is to establish definitive causal links between specific brain structures and behavioral outcomes. By directly manipulating or recording from neural tissue through surgery, researchers can gain a high degree of experimental control that is not possible with non-invasive techniques. While these methods are more physically disruptive and are typically used in animal studies, they provide the detailed biological insights necessary to understand how the brain gives rise to behavior.

203. (B) P-2, Q-4, R-1, S-3
Various chemical messengers play distinct roles in managing behavior and physiological processes. Acetylcholine is essential for muscle contraction and memory, while dopamine is central to reward and motor control. Serotonin regulates mood and appetite, helping to maintain emotional balance. Adrenaline is a key hormone in the fight-or-flight response, increasing arousal and preparing the body for action. Together, these substances coordinate the intricate communication between neurons and glands that underlies all aspects of human thought and physical response.

204. (C) A person drinks water when they feel thirsty.
Drinking water in response to a sensation of thirst is a classic illustration of the principle of homeostasis in motivation. Thirst is a biological drive that signals an internal imbalance, such as dehydration. By consuming fluids, the individual acts to restore the body's optimal water levels and return to a state of equilibrium. This homeostatic process ensures that the body's cells can function

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can alter neural activity to change an individual's behavioral tendencies and emotional reactions in response to various demands.

190. (D) 100%
Monozygotic twins, also known as identical twins, share approximately one hundred percent of their genetic material because they originate from a single fertilized egg that splits into two. This exceptional genetic similarity makes them a unique and powerful group for studying the heritability of human traits. By comparing identical twins with fraternal twins, who share only half of their genes, researchers can estimate how much of the variation in physical and behavioral characteristics is due to nature versus environmental influences.

191. (C) Soma (cell body)
The cell body, or soma, is the central portion of a neuron that contains the nucleus and is responsible for managing the cell's life-sustaining functions. It serves as the metabolic hub, directing the synthesis of proteins and overseeing the general health and maintenance of the neuron. While dendrites receive incoming signals and the axon transmits outgoing impulses, the soma provides the essential biological foundation that keeps the cell alive and functioning within the complex communication networks of the system.

192. (D) Myelin
Neurotransmitters are chemical messengers like dopamine and serotonin that facilitate communication across the synaptic gap between neurons. These substances are essential for relaying information and coordinating brain functions. While myelin is a critical component of the nervous system, it is not a neurotransmitter. Instead, it is a fatty layer of insulation that wraps around axons to increase the speed of electrical signals. This distinction highlights the different roles of chemical signals and structural insulation in facilitating neural communication.

193. (B) The skull and vertebral column
The central nervous system is vital for survival and is protected from injury by sturdy bony structures. The brain is encased within the skull, while the spinal cord is shielded by the vertebral column. This protection is essential because the central nervous system serves as the primary processing and command center for the entire body, managing everything from basic reflexes to complex thoughts. By safeguarding these structures, the body ensures the integrity of its most critical control system.

194. (C) Lesion study
A study where a researcher destroys a small part of a rat's hypothalamus to observe behavioral changes, such as a loss of appetite, is a classic example of a lesion study. This invasive technique allows scientists to determine the function of specific brain regions by seeing what happens when those areas are no longer operational. In this case, the resulting behavioral deficit demonstrates the hypothalamus's critical role in regulating fundamental motivated behaviors like hunger and maintaining internal energy balance through its nuclei.

NODIA

195. (C) Skeletal muscles
Skeletal muscles are a type of striated muscle tissue that is attached to the bones of the skeleton and is responsible for producing voluntary movements. By responding to motor commands from the somatic nervous system, these muscles allow individuals to walk or interact with objects in their environment. Their striated appearance and voluntary nature distinguish them from smooth and cardiac muscles, making them the primary effectors for the purposeful and coordinated actions that characterize complex human behavior and physical interaction.

196. (B) Hunger
The regulation of hunger involves a complex interplay of signals that initiate the drive to eat and those that signal satiety, or the feeling of fullness. This process is essential for maintaining the body's energy balance and overall homeostasis. Satiety is triggered by various physiological factors, including the stretching of the stomach walls and the release of certain hormones that signal to the brain that the body's energy needs have been met. This feedback loop is essential.

197. (D) Integrating emotional responses with memory and motivation
The limbic system is a collection of brain structures whose primary function is to integrate emotional responses with motivation and memory formation. By coordinating the activity

212. (C) Klinefelter Syndrome
A male with an XXY chromosomal pattern is diagnosed with Klinefelter Syndrome, which is a chromosomal anomaly. This condition occurs when an individual is born with an extra copy of the X chromosome, leading to specific physical and developmental characteristics. These may include lower testosterone levels and potential learning challenges. As a genetic variation, Klinefelter Syndrome illustrates how the chromosomal makeup of an individual can significantly impact their physical development and behavioral profile from a biological perspective starting at conception.

213. (C) Statement I is false, but Statement II is true.
The limbic system is not a single, discrete organ but rather a collection of interconnected brain structures located deep within the cerebral hemispheres. These components, which include the amygdala and hippocampus, work together as a functional network to manage emotions, memory formation, and biological motivations. This structural arrangement allows for the complex integration of internal feelings and past experiences, shaping an individual's behavioral responses. Understanding the limbic system as a network highlights the sophisticated and interconnected nature of brain centers.

214. (B) Comparing the behavior of adopted children to their adoptive parents and their biological parents.
An adoption study is a research design in behavioral genetics that compares adopted children to both their biological relatives and their adoptive families. By examining similarities in traits, researchers can disentangle the relative influences of nature and nurture. Similarity to biological parents, who share genes but not environment, highlights the role of genetic inheritance. Conversely, resemblance to adoptive parents, who share environment but not genes, emphasizes the impact of upbringing, illustrating how shared genes and surroundings contribute.

215. (D) Neuron
The neuron is the fundamental building block of the entire nervous system, acting as a specialized cell designed for the complex tasks of receiving, processing, and transmitting information. Every behavior, thought, and emotional experience is made possible by the coordinated activity of billions of these microscopic units. Through the use of electrical impulses and chemical signals, neurons form the vast communication networks that allow the brain to perceive the world and coordinate physical actions, serving as the foundation.

216. (B) a, b, c, and d
The nervous system is organized into several functional components that work together to coordinate behavior. The central nervous system acts as the primary command center, while the peripheral system connects it to the rest of the body. The somatic division is responsible for voluntary actions, and the autonomic division regulates involuntary processes. While the central system includes various types of neurons, it is not composed entirely of motor neurons, as interneurons are the most numerous cells in the brain.

217. (A) Both A and R are true and R is the correct explanation of A.
Electroencephalography is a non-invasive method that offers excellent temporal resolution because it records electrical signals from the scalp in real-time. This allows researchers to track brain activity as it occurs millisecond by millisecond. However, because the signals are recorded from the surface, they reflect the sum of activity from many neurons and cannot precisely localize where the activity originated deep within the brain, resulting in poor spatial resolution. This makes EEG ideal for studying cognitive process timing.

218. (B) movement; hormones
The main functional difference between the muscular system and the glandular system lies in their primary products. The muscular system generates physical movement and maintains posture through the contraction of specialized tissues, allowing for voluntary and involuntary physical actions. In contrast, the glandular system produces hormones that travel through the bloodstream to regulate long-term physiological processes and behavioral states. Together, these systems provide the mechanical and chemical means for the nervous system to carry out behavior and maintain balance.

NODIA

219. (C) Hypothalamus
The hypothalamus is a small structure located at the base of the brain that is critically involved in regulating fundamental motivated behaviors. It acts as a primary control center for maintaining homeostasis by monitoring internal signals and coordinating the drives for hunger, thirst, and sleep. Additionally, it plays a key role in managing body temperature. By linking the nervous system to the endocrine system, the hypothalamus ensures the organism's most basic biological needs are met, illustrating its central role in motivation.

220. (B) Emotion, memory, and motivation are biologically intertwined.
The interconnectedness of structures like the amygdala and hippocampus within the limbic system demonstrates that emotion, memory, and motivation are biologically intertwined. This network allows an individual to experience a feeling, associate it with a memory, and then generate the motivation to act accordingly. This functional integration is essential for flexible and adaptive behavior, showing how the brain combines different internal processes to shape complex reactions to the social and physical world and ensure survival and well-being.

221. (C) Behavior is a result of a complex interaction between nature and nurture.
The modern perspective on the nature-nurture debate rejects the idea that behavior is determined exclusively by either biology or environment. Instead, it emphasizes that all complex human traits result from a continuous and intricate interaction between genetic predispositions and life experiences. Researchers focus on how nature provides a biological blueprint that is then shaped and modified by various environmental factors like upbringing and culture. This integrated view acknowledges the deep and inseparable roles of heredity and surroundings.

222. (B) Dendrite → Soma → Axon
Within a single neuron, the neural signal follows a specific and one-way pathway to ensure effective communication. It begins when dendrites receive incoming messages from other cells. These signals are integrated in the soma, or cell body. If the input is strong enough, it triggers an action potential that travels down the length of the axon to the terminal, where it is passed to the next neuron. This consistent directionality allows for the orderly transmission of information through networks.

223. (C) Neuroplasticity
The brain's capacity for one area to take over the functions of a damaged region is a powerful illustration of neuroplasticity. This adaptability allows the brain to reorganize its functional organization following an injury, rerouting signals through healthy pathways. It demonstrates that the nervous system is not a rigid structure but remains dynamic throughout life, capable of significant modification. This flexibility is essential for recovery and shows how the brain can compensate for lost abilities by maximizing remaining neural potential.

224. (D) Functional Magnetic Resonance Imaging (fMRI)
Functional Magnetic Resonance Imaging is a non-invasive scanning method used to study brain activity without requiring surgery or physical penetration. It tracks changes in oxygenated blood flow, providing functional maps of which brain regions are active during specific cognitive or emotional tasks. Unlike invasive methods like lesioning or microelectrode recording, fMRI is safe for use in human participants. This has made it a cornerstone of modern neuroscience, allowing researchers to explore the biological basis of behavior with minimal risk.

225. (A) Secrete hormones to regulate long-term processes like growth and metabolism.
The primary function of the endocrine system is to regulate long-term physiological processes and behavioral states through the secretion of chemical messengers called hormones. These substances are released directly into the bloodstream and travel to distant target organs and tissues to manage functions such as physical growth and metabolic rate. By acting over a broader scope than typical neural signals, the endocrine system provides a vital method for coordinating internal activities and ensuring overall developmental stability and health throughout life.

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226. (B) A negative feedback loop
The process where a sensation of thirst motivates a person to drink, which then reduces the thirst, is a classic example of a negative feedback loop. This homeostatic mechanism works to bring the body back to its optimal state by reversing a deviation from the balance. Once the need for water is satisfied, the biological signal for thirst is decreased. This self-regulating cycle ensures that vital physiological factors like hydration are maintained within the range required for healthy functioning.

227. (C) Emotion and memory
The term limbic system refers to a group of interconnected brain structures that are primarily focused on managing emotion and memory. By integrating affective responses with past experiences, this system allows individuals to assign emotional significance to events and store them for future use. Key components like the amygdala and hippocampus are essential for this integration. This focus on internal feelings and history makes the limbic system central to understanding how humans experience the world and develop complex behaviors.

228. (D) The effects of different genes in a shared environment.
A key feature of an adoption study is its ability to examine the influence of genetic factors when individuals share a common environment but are not genetically related. By comparing adopted children to their adoptive families, researchers can identify traits that are influenced by nurture. Simultaneously, comparing them to biological relatives reveals genetic impacts. This method allows researchers to study how different genes contribute to individual differences within the same family setting, helping to disentangle nature from nurture in development.

229. (B) a, b, and d
A neuron is a specialized cell made up of several key structural components that are essential for its function. These include the soma, which houses the nucleus; the dendrites, which receive signals from other neurons; and the axon, which transmits electrical impulses away from the cell body. While glands and hormones are part of the broader system, they are not components of individual neurons. Understanding these basic building blocks is fundamental to grasping how the nervous system operates at a cellular level.

230. (C) Forming new declarative memories
A patient with damage to the hippocampus would most likely struggle with forming new declarative memories, which are memories of facts and events. This brain structure is essential for converting short-term experiences into stable, long-term representations stored in the cortex. While the individual might retain older memories from before the injury and retain physical skills, their ability to remember new daily occurrences would be severely impaired. This highlights the structure's critical role in the complex learning and memory process.

231. (A) a, b, c, d
Historical understanding of the biological basis of behavior progressed from early concepts of localized brain functions to sophisticated modern theories. It began with identifying specific brain regions for different tasks and realizing neurons are individual units. Later, researchers discovered how neurotransmitters facilitate chemical communication at synapses. The most recent focus has been on the dynamic nature of neural networks and neuroplasticity. This progression reflects the ongoing refinement of our knowledge about how brain structure and signaling coordinate human experiences and behavior.

NODIA

232. (A) Measures changes in brain activity over time, such as tracking oxygenated blood flow.
Functional Magnetic Resonance Imaging is considered a functional method because it measures dynamic changes in brain activity over time rather than just providing a static image. It achieves this by tracking the flow of oxygenated blood to different brain regions, which increases when those areas are more active. By identifying which parts of the brain are working harder during a specific task, researchers can visualize the neural basis of cognitive processes, providing a clear window into how the brain functions.

233. (D) neurons
The adrenal glands are to the endocrine system as neurons are to the nervous system, because both serve as fundamental units of communication within their respective systems. Just as the

effectively, demonstrating how the brain monitors internal needs and generates specific motivations.

205. (C) Stress
The body's response to stress is a powerful example of the coordinated action between the nervous and endocrine systems. When a threat is perceived, the brain activates the sympathetic nervous system for an immediate reaction, and the pituitary gland triggers the release of stress hormones like adrenaline from the adrenal glands. This dual signaling system prepares the organism for physical action and manages physiological changes, illustrating how biological systems work together to ensure a comprehensive response to environmental challenges.

206. (C) 0.0
If a trait were determined entirely by nurture, environmental factors would be the sole influence on its expression. In this scenario, identical twins who are raised in completely different environments should show no more similarity for that trait than two unrelated people. Consequently, the correlation for such a trait between identical twins raised apart would be close to zero. This would demonstrate that shared genes do not lead to similarity when the shared environment is completely removed from the equation.

207. (D) Temperature
Temperature is an example of a general sensation because its receptors are distributed widely throughout the skin and internal tissues, rather than being concentrated in a single organ. This allows the body to monitor thermal changes from almost any part of the body. In contrast, sensations like vision and hearing are considered specific because they rely on localized organs. General sensations provide broad somatic feedback that is essential for perceiving the environment and maintaining homeostatic balance through behavioral adjustments.

208. (B) Reuptake
Reuptake is the physiological process where the presynaptic neuron reabsorbs excess neurotransmitter molecules that were released into the synaptic cleft. This mechanism serves as a primary way to terminate the chemical signal, ensuring that communication between neurons is brief and precisely timed. By clearing the gap and recycling the neurotransmitters for future use, reuptake allows the nervous system to remain efficient. This process is a key target for many drugs that aim to modulate neural communication and behavior.

209. (B) Peripheral nervous system
The somatic and autonomic nervous systems are both primary subdivisions of the peripheral nervous system. While the somatic system handles voluntary muscle control and carries sensory information, the autonomic system manages involuntary processes like heart rate and digestion. Together, these two divisions represent all the neural tissue outside the central nervous system, connecting the brain and spinal cord to the rest of the body. This organization allows the nervous system to control external actions and internal states through specialized pathways.

210. (D) They involve the surgical implantation of electrodes.
Scanning methods in physiological psychology, such as MRI and CT, are distinguished by being non-invasive techniques that visualize brain structure or function without requiring surgical intervention. While they use advanced technologies like magnets or X-rays to create detailed images from the outside, they do not involve the implantation of electrodes. Techniques that require surgically placing sensors into brain tissue are considered invasive microelectrode methods, which offer higher detail but carry greater physical risk to the research subject.

211. (D) Smooth
Smooth muscle tissue is primarily found in the walls of internal organs and vessels, such as the stomach and intestines. This muscle type is specialized for managing involuntary physiological processes that occur without conscious effort, such as moving food through the digestive system. Its non-striated structure and self-regulating nature allow it to work continuously in the background to support essential bodily functions, illustrating the different types of biological effectors that carry out the body's internal activities.

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heritability. Adoption studies compare adopted children to biological and adoptive relatives to disentangle nature from nurture. Family studies examine how traits run in families with varying degrees of genetic relatedness. Finally, lesion studies observe behavioral changes following brain damage. Together, these methods provide a view of how biological blueprints and experiences shape characteristics.

241. (A) Both A and R are true and R is the correct explanation of A.
The pituitary gland is frequently called the master gland because it plays a central role in coordinating the endocrine system. Located at the base of the brain, it secretes several essential hormones that regulate the activity of many other glands, such as those responsible for growth and metabolism. By acting as a central hub for chemical signaling, the pituitary ensures that the various parts of the glandular system work together effectively to maintain internal homeostasis and manage development.

242. (A) Hormones, neural circuits, and external cues
An individual's sex drive is influenced by a complex and dynamic interplay of biological and environmental factors. This includes the modulatory effects of various hormones, the activity of specific neural circuits, and the impact of external cues. Unlike hunger or thirst, this motivation is not primarily driven by a homeostatic deficit. Instead, it results from the integration of multiple internal signals and external stimuli, illustrating how the brain coordinates complex motivated behaviors that are essential for survival.

243. (C) Limbic system
The hippocampus is a key brain structure located within the limbic system that is critically specialized for the formation of new long-term declarative memories. It processes information from experiences and helps store it in a stable form for later retrieval. Because of its central role in learning, damage to this area significantly impairs an individual's ability to remember new facts or events. This specialization makes the hippocampus a cornerstone of the limbic system's function in integrating experience and behavior.

244. (C) Monozygotic twins
If a psychological disorder has a strong genetic basis, the concordance rate should be highest among monozygotic twins. Because identical twins share one hundred percent of their genetic material, they are more likely to both exhibit a trait rooted in biology compared to fraternal twins, who share only half. A significantly higher similarity in identical twins provides powerful evidence for the role of nature, highlighting how our inherited blueprint can predispose us to certain behavioral and mental health outcomes.

245. (C) Contain the nucleus and direct the synthesis of proteins.
The soma, or cell body, of a neuron is the essential structural hub that houses the nucleus and directs the cell's metabolic activities. It is responsible for synthesizing the proteins required for the neuron's health and maintenance. While it also participates in integrating incoming electrical signals from the dendrites, its primary role is to sustain the biological life of the cell. This metabolic support provides the foundation that allows the neuron to perform its signaling tasks within the nervous system.

246. (D) Gustation (Taste)
Gustation, or the sense of taste, is a classic example of a specific sensation because it relies on specialized receptors localized within a complex organ, the tongue. These receptors are designed to detect unique chemical molecules and translate them into neural signals. Unlike general sensations like touch or temperature, which are felt throughout the body, specific sensations provide detailed information through a localized and highly specialized detection system, illustrating the functional organization of the body's various specialized sensory systems.

247. (A) The brains of adults could physically change as a result of experience and learning.
A key discovery that led to the concept of neuroplasticity was the observation that adult brains are capable of physical change in response to experience. Previously, it was believed that the brain's structure was fixed after early development. However, research showed that new synaptic connections can be formed and existing ones can be modified throughout life. This realization transformed our understanding

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building blocks of neural processing and how specific cells contribute to behavior.

283. (B) direct physical intervention with the nervous system.
Invasive methods in physiological psychology are defined by the requirement for surgery or direct physical intrusion into the nervous system. These techniques allow researchers to interact directly with brain tissue through procedures like lesioning, chemical infusion, or electrode implantation. While these methods provide highly specific data, their intrusive nature distinguishes them from non-invasive scanning or recording techniques used in research.

284. (A) chemical method.
Chemical methods are invasive techniques that use substances to manipulate neural activity or trace pathways. Administering a drug to a specific brain region to block neurotransmitter action is a clear application of this strategy. These methods provide insights into the neurochemical basis of behavior by allowing scientists to observe how stimulating or deactivating certain chemical systems affects brain function.

285. (C) function of a brain area can be inferred from the deficits caused by its absence.
The fundamental logic of the lesion technique rests on the assumption that if a behavior is lost after a specific brain area is destroyed, that area must be responsible for the behavior. By identifying the deficits that occur when a region is absent, researchers can map various psychological and physiological functions to specific anatomical locations within the complex nervous system.

286. (D) Electroencephalography (EEG)
Electroencephalography is uniquely suited for measuring the timing of brain activity because of its excellent temporal resolution. It captures rapid electrical changes occurring in milliseconds as they happen on the scalp. This makes it the ideal non-invasive tool for researchers who need to track the precise sequence of neural responses to sensory stimuli, such as a series of clicks.

287. (C) It has poor spatial resolution.
Although EEG is highly effective at tracking the timing of brain activity, it suffers from poor spatial resolution. This limitation means that it is difficult for researchers to pinpoint the exact internal location where the electrical signals are being generated. Because the sensors are on the scalp, the signals represent a broad summary of activity rather than precise anatomical data.

288. (B) structural methods provide static images of anatomy, while functional methods measure brain activity.
Structural scanning methods focus on producing detailed, static images of the brain's physical anatomy to identify structures or abnormalities. In contrast, functional methods are designed to visualize and measure real-time neural activity. While structural techniques show what the brain looks like, functional techniques reveal which parts are active during specific tasks or states, providing a dynamic view of function.

289. (D) functional Magnetic Resonance Imaging (fMRI)
Functional Magnetic Resonance Imaging operates on the physiological principle that active neurons require more energy and, consequently, more oxygenated blood. By detecting changes in blood flow and oxygen levels, fMRI allows researchers to identify which brain regions are engaged during specific mental processes. This technique provides high spatial resolution, mapping functional activity to precise anatomical locations within the brain.

290. (A) allow for the study of the brain without surgical intervention.
Non-invasive methods are essential for human research because they do not require surgery or physical intrusion into the skull. Techniques like MRI, fMRI, and EEG allow scientists to observe brain structure and function safely. This approach respects ethical boundaries while providing valuable data on neural processes, making it possible to conduct extensive studies on healthy individuals and clinical populations.

291. (C) The hypothalamus
The hypothalamus is a critical brain structure acting as a central hub for regulating homeostatic drives. It monitors internal states to manage hunger and thirst while housing the suprachiasmatic nucleus, which governs circadian rhythms. Its role in maintaining

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256. (B) To receive signals from other neurons.
Dendrites are specialized branching extensions of a neuron designed specifically for information intake. Their primary role involves collecting signals transmitted from the terminal buttons of neighboring cells. Once received, these messages are directed toward the cell body for further processing. This receptive function is critical for the overall communication network within the human nervous system's complex structure.

257. (D) sensory neuron.
Neurons responsible for conveying information from sensory receptors to the central nervous system are classified as sensory, or afferent, neurons. In this specific case, the transmission of visual data from the eye to the brain fits this definition perfectly. These specialized cells ensure that external environmental stimuli are successfully delivered to the command center for interpretation and processing.

258. (A) The axon
The axon is a specialized, long projection of the neuron that functions as the primary transmission line. It is responsible for carrying neural impulses away from the cell body toward other targets such as neurons, muscles, or glands. This unidirectional flow of electrical signals is essential for ensuring that information reaches the intended destination within the nervous system.

259. (C) Forming complex processing circuits within the central nervous system.
Interneurons are found exclusively within the central nervous system and serve as essential intermediaries. They facilitate communication between sensory and motor neurons while also connecting with one another. This extensive connectivity allows for the creation of intricate neural circuits. These circuits are fundamental to higher cognitive functions and the sophisticated processing of information within the nervous system.

260. (A) the neuron's overall survival and maintenance.
The soma, also known as the cell body, acts as the metabolic center of a neuron. It contains the nucleus and is responsible for maintaining the life sustaining functions of the cell. Without a structurally sound soma, the neuron would be unable to sustain its metabolic processes, leading to its eventual failure. This makes the soma vital for survival.

261. (D) arrival of an action potential at the axon terminals.
Synaptic transmission is triggered when an electrical impulse reaches the ends of the axon. This event causes synaptic vesicles to fuse with the membrane and release chemical messengers into the gap between cells. Without the arrival of this electrical signal, the neurotransmitters would remain stored, preventing the message from being passed successfully to the next receiving neuron.

262. (B) an action potential, once fired, maintains its strength along the axon.
The all-or-none principle dictates that if a neuron reaches its excitation threshold, it generates an electrical signal that does not vary in intensity. This impulse travels the entire length of the axon while maintaining a consistent strength. Consequently, the signal's fidelity is preserved from the initial firing point near the soma to the terminal buttons at the end.

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263. (C) To bridge the synaptic cleft and signal the receiving neuron.
Neurotransmitters act as chemical messengers that travel across the narrow gap between neurons. Their specific role is to bind with receptors on the postsynaptic membrane to initiate a new electrical change. By doing so, they ensure the successful transfer of information across the synapse, allowing the signal to continue its path through the complex neural network.

264. (D) the neural impulse occurs within a neuron, while synaptic transmission occurs between neurons.
Neural impulses are electrical signals that propagate along the axon of a single cell. In contrast, synaptic transmission is the chemical process that facilitates communication across the gap separating two different cells. This distinction highlights the shift from intraneuronal electrical signaling to interneuronal chemical signaling, which is essential for the continuous flow of information throughout the nervous system.

are partially determined by the specific genes inherited by an individual at birth.

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274. (A) is a continuous and ongoing feature of the brain throughout life.
Neuroplasticity is a normal and continuous process rather than a rare event limited to specific stages of development. It occurs throughout an individual's entire life as a response to learning, new experiences, and environmental changes. This inherent capacity for reorganization allows the brain to remain flexible and adaptive, supporting ongoing cognitive development and functional recovery from many types of injuries.

275. (C) undamaged brain areas to assume the roles of damaged ones.
Functional reorganization is a specific type of neuroplasticity that occurs when the brain compensates for damage. If a particular region is injured, other healthy areas can adapt and take over the functions previously handled by the damaged part. This process involves the creation of new neural pathways, highlighting the brain's remarkable ability to maintain operational capacity through functional changes.

276. (A) The decision to kick a ball.
The somatic nervous system is responsible for the voluntary control of body movements via the skeletal muscles. Decisions such as kicking a ball involve conscious motor commands sent from the central nervous system to the relevant muscles. Unlike involuntary actions like digestion or heart rate regulation, these movements are under deliberate control, defining the primary role of somatic pathways.

277. (D) regulating involuntary bodily functions.
The autonomic nervous system manages physiological processes that typically occur without conscious effort. It regulates critical functions such as heart rate, digestion, and glandular secretions to maintain internal stability. By controlling these involuntary actions, the autonomic system ensures that the body's essential life support mechanisms operate continuously and adjust automatically to changing internal and external conditions without deliberate thought.

278. (B) sympathetic division.
The sympathetic division of the autonomic nervous system is responsible for activating the body's fight or flight response during periods of stress. It triggers physiological changes such as increased heart rate, pupil dilation, and heightened alertness to prepare the organism for immediate action. This rapid mobilization of resources helps the individual respond effectively to perceived threats or demanding situations.

279. (C) an efferent nerve.
Within the somatic nervous system, efferent nerves are specifically responsible for carrying motor commands from the central nervous system to the skeletal muscles. These nerves facilitate voluntary movements, such as moving an arm, by transmitting the necessary electrical signals to initiate muscle contraction. They act as the output pathway, contrasting with afferent nerves that carry sensory information back.

280. (D) antagonistic, where they produce opposing effects to maintain balance.
The sympathetic and parasympathetic divisions of the autonomic nervous system operate in an antagonistic manner to achieve homeostatic balance. While the sympathetic division prepares the body for action and stress, the parasympathetic division promotes relaxation and energy conservation. Their opposing actions ensure that bodily functions are finely tuned and adjusted according to the organism's current needs and environmental demands.

281. (A) A lesion technique
The lesion technique is an invasive research method where a specific brain region is intentionally damaged or removed to study its function. By observing behavioral changes following the destruction of the hypothalamus, researchers can determine the role that area plays in regulating eating. This method relies on the correlation between localized brain damage and the resulting loss of behavioral capacities.

282. (B) They provide precise data on the activity of individual neurons.
Microelectrode studies involve the use of tiny sensors to record the electrical activity of single neurons or small cell groups. This technique offers exceptionally high resolution, allowing researchers to see exactly how individual cells respond to various stimuli. This level of precision is essential for understanding the fundamental

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265. (A) the process of synaptic transmission.
Synaptic transmission relies heavily on the release of chemical messengers from vesicles located in the terminal buttons. If a substance prevents these vesicles from discharging their contents into the synaptic cleft, the chemical signal cannot reach the receiving neuron. This blockage effectively halts communication between neurons, even if the electrical action potential has successfully traveled down the axon.

266. (B) To serve as a chemical messenger between neurons.
Neurotransmitters function as specialized chemical agents that facilitate the transfer of signals across the synaptic gap. They are synthesized and stored within the sending neuron until released by an action potential. Their primary objective is to bind to receptors on the receiving cell, translating an electrical impulse into a chemical signal that continues the communication process.

267. (B) It decreases the probability that the neuron will fire an action potential.
An inhibitory postsynaptic potential acts to change the membrane potential of a receiving neuron in a way that makes it less likely to reach the threshold of excitation. By decreasing the probability of firing, these signals play a crucial role in regulating neural activity. This process ensures that the nervous system maintains balance and prevents excessive electrical signaling.

268. (A) reabsorption by the sending neuron.
The influence of a neurotransmitter must be temporary to allow for precise signaling. One common method for terminating its action is reuptake, a process where the presynaptic neuron reabsorbs the chemical from the synaptic cleft. This removal ensures that the postsynaptic receptors are not continuously stimulated, thereby maintaining the efficiency and accuracy of the communication cycle.

269. (C) specificity of neurotransmitter binding to receptor sites.
The lock and key analogy illustrates the high degree of specificity required for neural communication. Just as only a specific key fits into a particular lock, a specific neurotransmitter molecule must match the shape of a specialized receptor protein on the postsynaptic membrane. This precise binding ensures that the intended signal is correctly received and processed by the targeted neuron.

270. (D) aggregate effect of all excitatory and inhibitory inputs.
A postsynaptic neuron's decision to fire an action potential is based on the summation of all incoming signals. It simultaneously receives multiple excitatory and inhibitory inputs from various presynaptic neurons. If the combined effect of these inputs reaches the specific threshold of excitation, the neuron will fire. This integrative process allows the cell to evaluate and respond to information.

271. (C) The brain and the spinal cord.
The central nervous system acts as the primary command center for the entire body and is composed of the brain and spinal cord. The brain processes high-level functions like memory, while the spinal cord serves as a conduit for signals and mediates certain reflexes. Together, these components coordinate complex physiological activities and respond to various environmental stimuli.

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272. (B) The brain area for a violinist's left hand fingers becoming larger with practice.
Neuroplasticity involves the brain's ability to physically reorganize its structure and connections in response to experience and learning. A violinist's cortical maps changing due to intensive practice is a classic example of this process. It demonstrates how consistent sensory stimulation and motor skill acquisition can lead to measurable changes in the brain's architecture, reflecting its dynamic and adaptive nature.

273. (D) act as a relay station for signals between the brain and the body.
The spinal cord is a vital component of the central nervous system that functions primarily as a pathway for nerve signals. It transmits information traveling from the brain to the rest of the body and carries sensory data back to the brain. Additionally, it handles specific reflex actions independently, ensuring rapid responses to certain stimuli while maintaining the communication loop.

physiological balance makes it the primary regulator for survival behaviors, including eating, drinking, and the essential sleep and wake cycle.

292. (A) hunger.
Ghrelin and leptin are primary hormones involved in the regulation of hunger and satiety. Ghrelin acts as a signal to stimulate the appetite when the body requires energy, whereas leptin is released to signal that the organism is full. Together, these chemical messengers work with the hypothalamus to maintain energy balance by driving the motivation to eat or stop.

293. (D) maintain a stable internal environment.
Homeostatic drives are physiological motivations that function to maintain a stable and balanced internal environment. Hunger and thirst arise when the body detects a deficit in nutrients or fluids, prompting the organism to take corrective action. By driving behavior toward the restoration of equilibrium, these processes ensure that critical biological variables remain within the narrow range necessary for survival.

294. (B) suprachiasmatic nucleus.
The suprachiasmatic nucleus is a specialized group of cells located within the hypothalamus that serves as the body's internal biological clock. It synchronizes the circadian rhythm, which regulates the sleep cycle over a full day. By interacting with arousal and sleep promoting systems, this nucleus ensures that physiological processes and behaviors are appropriately timed with the environment's light cycles.

295. (C) Sex
Sexual motivation is heavily influenced by hormonal signals, specifically androgens like testosterone and estrogens. A researcher studying these hormones is investigating the biological basis of sexual behavior. These substances are crucial for orchestrating development and activating the neural circuits in the hypothalamus and amygdala that drive reproductive motives, illustrating the deep physiological roots of this particular aspect of human motivation.

296. (D) relative influence of heredity and environment on traits.
The nature-nurture controversy is a fundamental debate in psychology concerning the extent to which genetic inheritance and environmental factors shape human characteristics. Researchers aim to determine how much of a trait is due to biological nature compared to life experiences and nurture. This investigation helps clarify the origins of complex behaviors and the interplay between biology and surroundings.

297. (A) significantly influenced by genetic factors.
Concordance rates measure the likelihood of twins sharing a specific trait. Because monozygotic twins share all their genes while dizygotic twins share only half, a higher concordance rate in the identical group points to a strong genetic influence. This finding suggests that the trait's presence is linked to hereditary factors rather than being solely a product of the environment.

298. (B) helps separate the effects of shared genes from the effects of a shared environment.
Adoption studies provide a unique opportunity to disentangle the influences of nature and nurture. By comparing children to both their biological and adoptive parents, researchers can isolate genetic factors from environmental ones. Similarity to biological parents suggests a genetic basis for a trait, while similarity to adoptive parents indicates the impact of the environment in which the child was raised.

299. (B) a clear link between genetic variations and behavioral syndromes.
Chromosomal anomalies involve deviations from the typical number or structure of chromosomes. These genetic variations are known to result in specific physical and behavioral syndromes, providing concrete evidence of how biology influences traits. They serve as a clear demonstration of the direct impact that genetic makeup can have on the development and functioning of an individual, both physically and psychologically.

300. (A) nature
When adopted children are more similar to their biological parents than their adoptive parents, it indicates that the trait is more strongly influenced by genetics than by the environment. In the case of introversion, this finding supports the role of nature. This suggests that personality traits

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(D) Shape and size constancy

8. Which physiological approach to perception emphasizes the role of specific neurons that respond to particular features of a stimulus, such as lines or angles?
(A) Feature detection theory
(B) Signal detection theory
(C) Gestalt theory
(D) Ecological theory

9. Consider the following statements about figure-ground perception:
I The figure is perceived as having a distinct form, while the ground is formless.
II The figure appears to be closer to the viewer and has a contour.
III The ground appears to continue behind the figure.
IV The relationship between figure and ground is always fixed and cannot be reversed.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

10. The Müller-Lyer illusion demonstrates that perception can be distorted by:
(A) Monocular depth cues
(B) Color contrasts
(C) Auditory interference
(D) The law of common fate

11. According to signal detection theory, a 'hit' occurs when:
(A) A signal is absent, but the observer says it is present.
(B) A signal is present, but the observer says it is absent.
(C) A signal is absent, and the observer says it is absent.
(D) A signal is present, and the observer says it is present.

12. Arrange the following stages of the information processing approach to perception in the correct sequence:
I Transduction
II Perceptual organization
III Sensory stimulation
IV Recognition and Interpretation
(A) III, I, II, IV
(B) I, III, II, IV
(C) III, II, I, IV
(D) II, I, IV, III

13. The role of motivation in perception suggests that:
(A) External environments are perceived objectively without the influence of internal states.
(B) Motivation influences later memory stages rather than the initial perceptual process.
(C) Perception is prioritized for stimuli relevant to current needs or goals.
(D) Every individual interprets ambiguous stimuli in the exact same manner regardless of context.

14. Which of the following is considered a monocular cue for depth perception?
(A) Retinal disparity
(B) Convergence
(C) Stereopsis
(D) Linear perspective

15. Subliminal perception refers to the processing of information that is:
(A) Presented below the absolute threshold of perception.
(B) Presented above the absolute threshold of perception.
(C) Consciously attended to by the individual.
(D) Retained in long-term memory permanently.

16. Which of the following statements is INCORRECT regarding the information processing approach to perception?
(A) It views perception as a sequence consisting of multiple discrete stages.
(B) It primarily focuses on innate, unlearned perceptual abilities.
(C) It relies on a theoretical analogy between the human mind and computers.
(D) It includes processes like encoding, comparison, and deciding on actions.

17. The ecological perspective on perception, proposed by J.J. Gibson, emphasizes the:
(A) Role of cognitive schemas in interpreting sensory data.

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CHAPTER 05

Attention, Perception, Learning, Memory and Forgetting

1. Which form of attention involves focusing on one specific task for a prolonged period while ignoring other stimuli?
(A) Divided attention
(B) Sustained attention
(C) Selective attention
(D) Alternating attention

2. According to the Gestalt approach, the fundamental principle governing perception is that the whole is different from the sum of its parts. Which concept does this statement best define?
(A) The law of Prägnanz
(B) Perceptual constancy
(C) Figure-ground segregation
(D) The phi phenomenon

3. Match List I (Model of Attention) with List II (Key Feature) and select the correct option.
List I: (Model of Attention)
P. Broadbent's Filter Model
Q. Treisman's Attenuation Model
R. Deutsch & Deutsch's Late Selection Model
S. Kahneman's Capacity Model
List II: (Key Feature)
1. All stimuli are fully analyzed for meaning before selection.
2. Unattended messages are weakened, not completely blocked.
3. Attention is a limited pool of mental resources.
4. Selection occurs early based on physical characteristics.
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-3, R-4, S-2
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-3, S-1

4. Which of the following is NOT a form of attention as typically classified in cognitive psychology?
(A) Selective attention
(B) Sustained attention
(C) Divided attention
(D) Reflective attention

5. In the context of perceptual organization, what is the term for the perceptual tendency to mentally fill in gaps in an incomplete figure to perceive it as a whole?
(A) Proximity
(B) Similarity
(C) Closure
(D) Continuity

6. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): In Treisman's attenuation model, the dictionary unit contains words with different thresholds of activation.
Reason (R): Important words, such as one's own name, have a low threshold and can be easily detected even if they are part of an attenuated message.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

7. The ability to recognize a familiar person from different angles or distances is an example of which perceptual phenomenon?
(A) The law of proximity
(B) Depth perception
(C) The phi phenomenon

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of the brain as a dynamic and adaptable organ, capable of continuous reorganization and recovery in adulthood.

248. (A) Their anatomical location (CNS is brain/spinal cord; PNS is everything else).
The primary distinction between the central nervous system and the peripheral nervous system is based on their anatomical location and protective structures. The central nervous system consists of the brain and spinal cord, which are encased within the protective bone of the skull and vertebral column. In contrast, the peripheral nervous system includes all the neural tissue that extends outside these bony structures to reach the rest of the body, allowing for the widespread transmission of signals.

249. (B) Skeletal, Smooth, and Cardiac
The human body contains three specialized types of muscle tissue, each with a distinct structure and physiological role. Skeletal muscles are under voluntary control and facilitate physical movement. Smooth muscles manage involuntary processes within internal organs, such as digestion. Cardiac muscle is found exclusively in the heart and is specialized for rhythmic contractions. Together, these three types of muscle provide the mechanical means for the nervous system to execute physical behaviors and maintain the vital life functions required.

250. (A) Behavioral Genetics
Behavioral genetics is the field of study that focuses on understanding the relationship between genetic inheritance and human behavior. By using specialized research methods like twin and adoption studies, researchers aim to estimate the heritability of various psychological traits. This field explores how our biological blueprints interact with environmental experiences to shape individual differences. By disentangling nature from nurture, behavioral genetics provides a deeper understanding of the biological foundations of what makes every individual unique across their entire life.

251. (B) Transduction
Transduction represents the essential mechanism in sensory psychology where physical energies from the environment are converted into electrical signals within the nervous system. This specific process allows specialized receptor cells to translate external stimuli like light or sound into neural impulses. These electrochemical signals can then be interpreted by the brain to create meaningful perception.

252. (A) Identifying the scent of a rose.
Specific sensations are characterized by their reliance on highly specialized sensory organs located within the head. Identifying the scent of a rose is a prime example of such a process because it involves the olfactory system. In contrast, general sensations like touch, pressure, and temperature are detected by receptors distributed widely throughout the skin and muscles.

253. (C) distribution and specialization of their receptors.
General sensations involve receptors distributed across the entire body, including the skin, viscera, and muscles, to monitor contact and internal states. Conversely, specific sensations utilize highly specialized organs confined to the head area. This distinction in receptor location and specialization defines the primary difference between these two categories of sensory processing within the physiological psychology framework.

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254. (D) The process of transduction
Research focusing on the conversion of light into electrical signals by photoreceptors is fundamentally examining transduction. This process is universal across all sensory modalities, ensuring that physical energy is changed into a form the brain can process. By studying this specific step, scientists understand how external physical stimuli are successfully integrated into the complex human nervous system.

255. (C) diffuse
The sensory system for touch relies on receptors spread throughout the entire body rather than being localized in a single specialized organ. This wide distribution makes the system more diffuse compared to vision, which is concentrated within the eyes. Such widespread sensory coverage ensures continuous feedback about physical contact and environmental interaction from every part of the organism.

(B) Direct perception of information available in the environment.
(C) Processing of stimuli below the threshold of awareness.
(D) Influence of cultural norms on perceptual organization.

18. Given below are two statements:
Statement I: Perceptual styles, like field dependence-independence, refer to consistent individual differences in how people organize and process information.
Statement II: A field-dependent individual tends to perceive items as separate from the surrounding field, while a field-independent person perceives them as integrated.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

19. Consider the following statements regarding the key components and assumptions of Signal Detection Theory:
I The decision process is separate from the sensory process.
II The observer's sensitivity (d') can be measured independently of their response bias (beta).
III The theory only applies to auditory stimuli.
IV A 'false alarm' occurs when a signal is present, but the observer fails to detect it.
V It assumes that detection is a probabilistic process.
Which of the above statement(s) is/are correct?
(A) I, II and V only
(B) II, III and IV only
(C) I, III, IV and V only
(D) I, II, III and V only

20. Which early learning theory is most associated with the "Law of Effect"?
(A) Guthrie's contiguity theory
(B) Hull's drive-reduction theory
(C) Skinner's operant conditioning
(D) Thorndike's connectionism

21. Match List I (Perceptual Concept) with List II (Description) and select the correct option.
List I: (Perceptual Concept)
P. Color Constancy
Q. Size Constancy
R. Shape Constancy
S. Lightness Constancy
List II: (Description)
1. Perceiving a door as rectangular even when it appears trapezoidal.
2. Perceiving a person as the same height whether they are near or far.
3. Perceiving a piece of coal as black even in bright sunlight.
4. Perceiving a familiar object as having a consistent color under different lights.
(A) P-4, Q-2, R-1, S-3
(B) P-3, Q-1, R-2, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

22. In classical conditioning, the procedure of presenting the conditioned stimulus (CS) alone, without the unconditioned stimulus (UCS), leads to:
(A) Spontaneous recovery
(B) Extinction
(C) Stimulus generalization
(D) Acquisition

23. The "bottom-up" aspect of the information processing approach to perception is most analogous to:
(A) The influence of expectations and knowledge on perception.
(B) The role of motivation in what we perceive.
(C) The cultural context shaping perceptual interpretation.
(D) The direct processing of raw sensory data.

24. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): In Hull's theory, behavior is a function of both Drive (D) and Habit Strength (sHr).
Reason (R): Hull believed that for a response to occur, both a motivational state (drive) and a learned connection (habit) must be present.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

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(B) The observable behaviors resulting from learning.
(C) The cognitive maps formed during learning.
(D) The social context in which learning occurs.

48. A key difference between classical and instrumental conditioning is that in instrumental conditioning:
(A) The organism's response has no consequence.
(B) The organism's response is instrumental in producing the outcome.
(C) The learning involves involuntary, reflexive behaviors.
(D) The CS must be presented before the UCS.

49. Forgetting an appointment because you never really paid attention when it was made is an example of failure in which memory process?
(A) Storage
(B) Encoding
(C) Retrieval
(D) Consolidation

50. The theory that suggests forgetting occurs simply because memories fade with the passage of time is known as:
(A) Decay Theory
(B) Interference Theory
(C) Retrieval Failure Theory
(D) Motivated Forgetting Theory

51. What does the "Figure and Ground" principle of perception state?
(A) Similar objects are always grouped together as part of the same mental category.
(B) A focal object is perceived as distinct and separate from its background context.
(C) Gaps in visuals are automatically filled to create a complete and whole object.
(D) Objects are perceived as unchanging regardless of fluctuating sensory inputs.

52. The "tip-of-the-tongue" phenomenon is a classic example of:
(A) Encoding failure
(B) Storage decay
(C) Retrieval failure
(D) Motivated forgetting

53. Match List I (Learning Theorist) with List II (Key Concept) and select the correct option.
List I: (Learning Theorist)
P. Ivan Pavlov
Q. B. F. Skinner
R. Edward Tolman
S. Albert Bandura
List II: (Key Concept)
1. Latent Learning
2. Observational Learning
3. Classical Conditioning
4. Operant Conditioning
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-1, Q-4, R-2, S-3

54. The process of modifying behavior by reinforcing successive approximations of a desired behavior is known as:
(A) Chaining
(B) Shaping
(C) Fading
(D) Generalization

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55. In Baddeley's model of working memory, which component is responsible for coordinating the activity of the other slave systems and interfacing with long-term memory?
(A) Phonological loop
(B) Visuospatial sketchpad
(C) Central executive
(D) Episodic buffer

56. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): According to the Law of Prägnanz, perceptual organization will always be as regular, simple, and symmetric as possible.
Reason (R): The Gestalt psychologists believed that the brain has an innate tendency to impose order and structure on incoming sensory information.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

36. Remembering your first day of college is an example of what type of long-term memory?
(A) Semantic memory
(B) Procedural memory
(C) Working memory
(D) Episodic memory

37. According to Broadbent's model, the attentional filter selects information based on:
(A) Semantic content
(B) Emotional significance
(C) Physical characteristics
(D) Personal relevance

38. The law of similarity in Gestalt psychology states that:
(A) Elements that are close to each other are grouped together.
(B) Elements that are similar in appearance are perceived as being part of a group.
(C) We tend to perceive smooth, continuous patterns rather than disjointed ones.
(D) We tend to fill in gaps to create a complete, whole object.

39. Which of the following theories of learning proposes that learning is a result of a direct connection between a stimulus and a response, without any cognitive intermediary?
(A) Tolman's Cognitive Maps
(B) Bandura's Observational Learning
(C) Hull's Drive-Reduction Theory
(D) Thorndike's Connectionism

40. Given below are two statements:
Statement I: Perceptual constancy allows us to perceive objects as stable and unchanging despite changing sensory information.
Statement II: Shape constancy is the reason we perceive a coin as circular even when viewing it from an angle where the retinal image is elliptical.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

41. Which concept is NOT a part of Thorndike's fundamental theories?
(A) Law of Effect
(B) Law of Exercise
(C) Law of Contiguity
(D) Law of Readiness

42. In Guthrie's theory, what is the crucial element for learning to occur?
(A) The temporal contiguity of a stimulus and a movement.
(B) The reduction of a drive.
(C) The consequence of the behavior.
(D) The number of times the S-R pair is practiced.

43. Hull's learning theory is best described as a:
(A) Cognitive theory
(B) Psycho-dynamic theory
(C) Humanistic theory
(D) Drive-reduction theory

44. Consider the following phenomena:
I Extinction
II Spontaneous Recovery
III Stimulus Generalization
IV Shaping
V Latent Learning
Which of the above are considered phenomena related to classical conditioning?
(A) I, II and III only
(B) I, II, III and IV only
(C) II, IV and V only
(D) All of the above

45. Being paid a salary every two weeks is an example of which schedule of reinforcement?
(A) Fixed-ratio
(B) Variable-ratio
(C) Fixed-interval
(D) Variable-interval

46. Observational learning, as proposed by Albert Bandura, involves which of the following processes?
(A) Stimulus, Response, Reinforcement
(B) Drive, Cue, Response, Reward
(C) Encoding, Storage, Retrieval
(D) Attention, Retention, Reproduction, Motivation

47. The recent trend of studying the neurophysiology of learning focuses on:
(A) The brain mechanisms and changes underlying learning and memory.

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(D) A is false but R is true.

25. The phenomenon where a response, which has been extinguished, reappears after a rest period is known as:
(A) Reconditioning
(B) Stimulus discrimination
(C) Spontaneous recovery
(D) Higher-order conditioning

26. Which of the following correctly identifies a paradigm of instrumental learning?
(A) Punishment, where an aversive stimulus is presented to decrease a behavior.
(B) Positive reinforcement, where an aversive stimulus is removed.
(C) Negative reinforcement, where a pleasant stimulus is presented.
(D) Omission training, where a pleasant stimulus is presented to decrease a behavior.

27. A slot machine pays out on a _____ schedule of reinforcement.
(A) Fixed-ratio
(B) Fixed-interval
(C) Variable-interval
(D) Variable-ratio

28. Consider the following statements regarding the process of behavior modification:
I It is based on principles of classical conditioning only.
II It involves systematically applying learning principles to change behavior.
III Techniques like token economies and systematic desensitization are used.
IV Its primary goal is to understand the unconscious motives behind behavior.
Which of the above statement(s) is/are correct?
(A) I and IV only
(B) II and III only
(C) I, II, and III only
(D) II, III, and IV only

29. Edward Tolman's experiments with rats in mazes demonstrated the concept of:
(A) The law of effect
(B) Observational learning
(C) Latent learning
(D) Insight learning

30. The process by which we select, organize, and interpret sensory information in order to recognize meaningful objects and events is called:
(A) Sensation
(B) Transduction
(C) Attention
(D) Perception

31. In the context of memory, what is the process of locating and bringing information into consciousness from storage?
(A) Retrieval
(B) Encoding
(C) Storage
(D) Rehearsal

32. Sensory memory is characterized by:
(A) A very small capacity and a long duration.
(B) A very large capacity and a very short duration.
(C) A limited capacity and a duration of about 20-30 seconds.
(D) An unlimited capacity and an unlimited duration.

33. Which of the following best describes the capacity of Short-Term Memory (STM)?
(A) Unlimited
(B) Approximately 7 +/- 2 chunks of information
(C) Approximately 20 +/- 5 items
(D) Whatever can be rehearsed in 2 minutes

34. Procedural memory, a type of long-term memory, stores information about:
(A) How to perform skills and actions.
(B) Personal life events.
(C) General knowledge and facts.
(D) The meaning of words and concepts.

35. The interference theory of forgetting suggests that:
(A) Memory traces naturally fade away due to the simple passage of time.
(B) We are motivated to forget unpleasant or traumatic events consciously.
(C) Other memories hinder the retrieval of a specific target memory.
(D) The memory was never properly encoded into the storage system.

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57. The inability to form new long-term memories after a brain injury is known as:
(A) Retrograde amnesia
(B) Proactive interference
(C) Retroactive interference
(D) Anterograde amnesia

58. Which of the following is NOT one of the Gestalt laws of perceptual organization?
(A) Law of Proximity
(B) Law of Similarity
(C) Law of Effect
(D) Law of Closure

59. Consider the following cues for depth perception:
I Linear Perspective
II Retinal Disparity
III Convergence
IV Texture Gradient
Which of the above are considered binocular cues?
(A) I and IV only
(B) II and III only
(C) I, II and III only
(D) II, III and IV only

60. Remembering the capital of France is an example of what type of long-term memory?
(A) Episodic memory
(B) Semantic memory
(C) Procedural memory
(D) Implicit memory

61. The perception of movement in a stationary object, such as the apparent 'movement' of lights in a movie marquee, is known as:
(A) Motion parallax
(B) The autokinetic effect
(C) Perceptual constancy
(D) The phi phenomenon

62. Arrange the following memory processes in their typical chronological order:
I Retrieval
II Storage
III Encoding
(A) III, II, I
(B) I, II, III
(C) II, III, I
(D) III, I, II

63. Which statement best defines a 'perceptual set'?
(A) A group of various stimuli that are perceived as belonging together.
(B) The minimum amount of physical stimulation required for detection.
(C) A mental predisposition to perceive one specific thing over another.
(D) The inherent ability to see various objects in three dimensions.

64. In signal detection theory, the measure 'd-prime' (d') represents:
(A) The observer's sensitivity to the stimulus.
(B) The observer's response bias or criterion.
(C) The probability of a hit.
(D) The probability of a false alarm.

65. The influence of culture on perception suggests that:
(A) Perceptual processes are universal and not affected by experience.
(B) Cultural backgrounds lead to different interpretations of sensory data.
(C) All people around the world perceive visual illusions in the same way.
(D) Culture only affects language and not basic perceptual color vision.

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66. Which of the following is an INCORRECT pairing of a concept and its description?
(A) Pattern recognition - The process of matching incoming stimuli with stored information.
(B) Subliminal perception - Conscious processing of stimuli that are ambiguous.
(C) Ecological perspective - Emphasizes direct perception of environmental affordances.
(D) Perceptual style - A person's consistent way of processing perceptual information.

67. Which model of attention suggests that the 'filter' is not a complete block, but an attenuator that weakens the unattended message?
(A) Broadbent's Filter Model
(B) Treisman's Attenuation Model
(C) Deutsch & Deutsch's Late Selection Model
(D) Kahneman's Capacity Model

68. Given below are two statements:
Statement I: Hull's theory is a hypothetico-deductive system with formal postulates and

(C) UCS (Unconditioned Stimulus)
(D) SΔ (S-delta)

107. Which statement accurately describes a key aspect of Guthrie's learning theory?
(A) Forgetting occurs due to the learning of new, competing responses.
(B) Reinforcement is strictly necessary for associative learning.
(C) Mastery of any skill occurs gradually over many reinforced trials.
(D) The reduction of a physiological need is the primary driver.

108. The three key processes of memory are:
(A) Encoding, Storage, Retrieval
(B) Attention, Perception, Sensation
(C) Sensory, Short-term, Long-term
(D) Declarative, Procedural, Episodic

109. Which of the following scenarios best illustrates latent learning?
(A) A dog learns to salivate to a bell after it is repeatedly paired with food.
(B) A rat learns a maze without reward, but it shows the behavior later.
(C) A child learns to tie her shoes by watching her older sibling.
(D) A student memorizes a poem by repeating it over and over.

110. A worker is paid for every 10 widgets they produce. This is an example of a _____ reinforcement schedule.
(A) Fixed-interval
(B) Variable-interval
(C) Fixed-ratio
(D) Variable-ratio

111. The process of converting physical energy from the environment into neural signals is called:
(A) Perception
(B) Transduction
(C) Adaptation
(D) Organization

112. Which of the following is NOT a type of LTM (Long-Term Memory)?
(A) Episodic Memory
(B) Semantic Memory
(C) Procedural Memory
(D) Working Memory

113. The "Law of Organization" in the context of Gestalt psychology refers to:
(A) The way motivation and emotional states influence specific perceptions.
(B) A set of principles explaining how various stimuli are grouped together.
(C) The complex relationship between focal figures and their backgrounds.
(D) The ability of the brain to maintain constant perception of objects.

114. The information processing approach to perception is often contrasted with the _____ perspective, which emphasizes direct perception.
(A) Gestalt
(B) Physiological
(C) Ecological
(D) Cognitive

115. A key paradigm in instrumental learning is 'escape learning', where an organism:
(A) Learns a response to prevent an aversive stimulus from occurring.
(B) Learns a response to terminate an ongoing aversive stimulus.
(C) Learns to associate a neutral stimulus with a pleasant one.
(D) Learns a response that leads to the presentation of a reward.

116. Which of the following is the best example of a "competency-based" task related to perception? A subject is asked to:
(A) Describe the Gestalt laws of organization.
(B) Identify a camouflaged animal in a complex photograph.
(C) Explain the difference between monocular and binocular cues.
(D) Recite the definition of perceptual constancy.

117. The reappearance of a learned response after it has been extinguished is called spontaneous recovery. Which of the following is true about this phenomenon?
(A) The phenomenon is observed only within instrumental conditioning tasks.
(B) The recovered response exhibits greater

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(A) Decay Theory
(B) Interference Theory
(C) Repression (Psychoanalytic Theory)
(D) Retrieval Failure Theory

77. Which of the following is the best example of discrimination learning?
(A) A dog salivates to any bell, regardless of its pitch.
(B) A rat learns that pressing a lever yields food only when a green light is on.
(C) A child learns to fear all furry animals after being bitten by a dog.
(D) A student learns a list of nonsense syllables.

78. Consider the following statements about Sensory Memory:
I It acts as a buffer for incoming sensory information.
II Iconic memory is the auditory sensory store.
III Echoic memory has a slightly longer duration than iconic memory.
IV Information that is not attended to decays rapidly.
Which of the above statement(s) is/are correct?
(A) I, II and III only
(B) I, III and IV only
(C) II and IV only
(D) All of the above

79. The Ponzo illusion, where two identical horizontal lines appear to be different lengths when placed over converging lines, is an example of an illusion based on:
(A) Color contrast
(B) Misapplied size constancy and depth cues
(C) The Gestalt law of closure
(D) Motion parallax

80. In Hull's formula, SER = D x V x K x sHr, what does 'K' represent?
(A) Drive
(B) Habit Strength
(C) Incentive Motivation
(D) Reaction Potential

81. Which learning paradigm involves the removal of an aversive stimulus to increase the probability of a behavior?
(A) Positive Reinforcement
(B) Negative Reinforcement
(C) Positive Punishment
(D) Omission Training

82. The role of the hippocampus is most crucial for which memory process?
(A) The consolidation of new declarative memories.
(B) The storage of procedural memories.
(C) The execution of working memory tasks.
(D) The retrieval of very old childhood memories.

83. Which of the following is NOT an application of behavior modification principles?
(A) Token economy in a psychiatric ward.
(B) Systematic desensitization for phobias.
(C) Psychoanalysis for uncovering unconscious conflicts.
(D) Biofeedback for controlling physiological responses.

84. The distinction between Declarative and Procedural memory is a key feature of the organization of:
(A) Short-Term Memory
(B) Sensory Memory
(C) Long-Term Memory
(D) Working Memory

85. Which is the most appropriate description of divided attention?
(A) Focusing on a single stimulus while ignoring all others.
(B) Shifting focus between two or more different tasks.
(C) Monitoring the environment for a specific but infrequent signal.
(D) Processing two or more sources of information or tasks at once.

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86. Given below are two statements:
Statement I: In classical conditioning, stimulus generalization is the tendency to respond to stimuli that are similar to the original conditioned stimulus.
Statement II: Stimulus discrimination is the learned ability to distinguish between a conditioned stimulus and other, similar stimuli that do not signal an unconditioned stimulus.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.

theorems.
Statement II: A key postulate in Hull's theory is that of Incentive Motivation (K), which accounts for the influence of the quality and quantity of the reinforcer.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

69. Consider the following characteristics of Long-Term Memory (LTM):
I It has a virtually unlimited capacity.
II Information is stored primarily in an acoustic format.
III It consists of declarative and procedural memory systems.
IV Duration of stored information can be a lifetime.
V Forgetting is primarily due to displacement.
Which of the above statement(s) is/are correct?
(A) I, II and V only
(B) I, III and IV only
(C) II, III, IV and V only
(D) I, II, III and IV only

70. "Proactive interference" is a phenomenon where:
(A) Newly learned information hinders the recall of old information.
(B) Previously learned information hinders the recall of new information.
(C) Information is lost from memory due to the passage of time.
(D) Painful memories are unconsciously pushed out of awareness.

71. Match List I (Memory Concept) with List II (Example) and select the correct option.
List I: (Memory Concept)
P. Episodic Memory
Q. Semantic Memory
R. Procedural Memory
S. Working Memory
List II: (Example)
1. Knowing how to ride a bicycle.
2. Remembering the details of your last birthday party.
3. Knowing that Paris is the capital of France.
4. Mentally calculating 24 x 5 while holding the numbers in mind.
(A) P-3, Q-2, R-1, S-4
(B) P-2, Q-3, R-4, S-1
(C) P-2, Q-3, R-1, S-4
(D) P-1, Q-3, R-2, S-4

72. According to Guthrie's theory of learning, how many trials are required for an association to be formed?
(A) It depends on the strength of the drive.
(B) A single trial.
(C) Many trials with reinforcement.
(D) It depends on the law of effect.

73. The serial position effect in verbal learning demonstrates that items are most likely to be recalled from the:
(A) Beginning and end of a list.
(B) Middle of a list.
(C) End of a list only.
(D) Beginning of a list only.

74. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Observational learning can occur without any direct reinforcement being administered to the learner.
Reason (R): In Bandura's theory, vicarious reinforcement, or observing others being reinforced, is sufficient for learning to take place.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

75. What is the main assumption of the information processing approach to perception?
(A) Perception is an innate ability that does not develop.
(B) Perception is a single, instantaneous event.
(C) Perception is a complex process that occurs in discrete stages.
(D) Perception is determined solely by the properties of the stimulus.

76. "Motivated forgetting" is a concept most closely associated with which theory of forgetting?

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97. The concept of "affordances" is central to which perspective on perception?
(A) Gestalt approach
(B) Information processing approach
(C) Ecological perspective
(D) Physiological approach

98. Which of the following is NOT a component of Baddeley and Hitch's model of working memory?
(A) Central Executive
(B) Visuospatial Sketchpad
(C) Sensory Register
(D) Phonological Loop

99. Remembering general knowledge, such as 'what is the chemical formula for water?', is a function of:
(A) Episodic Memory
(B) Procedural Memory
(C) Semantic Memory
(D) Sensory Memory

100. Match List I (Forgetting Phenomenon) with List II (Underlying Theory) and select the correct option.
List I: (Forgetting Phenomenon)
P. Tip-of-the-tongue state
Q. Forgetting traumatic events
R. Old phone number interfering with new one
S. Fading of un-rehearsed information
List II: (Underlying Theory)
1. Interference
2. Decay
3. Retrieval Failure
4. Motivated Forgetting
(A) P-1, Q-2, R-4, S-3
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-2, S-4
(D) P-2, Q-4, R-1, S-3

101. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): In negative reinforcement, the probability of a response increases.
Reason (R): Negative reinforcement involves the removal of an aversive stimulus following a response, which is a rewarding state of affairs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

102. Which of the following represents an incorrect pairing of a theorist and their theory?
(A) Thorndike - Connectionism
(B) Guthrie - Drive Reduction
(C) Hull - Hypothetico-deductive theory
(D) Pavlov - Classical Conditioning

103. Consider the following characteristics of the learning process:
I It involves a change in behavior or behavioral potential.
II This change is relatively permanent.
III The change is a result of experience or practice.
IV The change is always immediately observable in performance.
V It is solely a result of maturation.
Which of the above statement(s) is/are correct?
(A) I, II and IV only
(B) I, II and III only
(C) III, IV and V only
(D) II, IV and V only

104. The phenomenon of seeing a "trail" behind a moving sparkler at night is an example of:
(A) Echoic memory
(B) Iconic memory
(C) The phi phenomenon
(D) Afterimages

105. "Top-down processing" in perception refers to the influence of:
(A) Raw sensory data on our perception.
(B) Knowledge, expectations, and context on our perception.
(C) The physical intensity of the stimulus.
(D) The transduction of energy by sensory receptors.

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106. In a discrimination learning task, the stimulus that signals the availability of reinforcement is known as the:
(A) SD (Discriminative Stimulus)
(B) CS (Conditioned Stimulus)

(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

87. What is a defining characteristic of verbal learning as a field of study?
(A) It exclusively uses animals as subjects.
(B) It focuses on learning involving language, symbols, and connected discourse.
(C) It is primarily concerned with motor skill acquisition.
(D) It rejects any role for cognitive processes in learning.

88. Which theory of forgetting posits that the memory trace is still present, but cannot be accessed due to a lack of appropriate cues?
(A) Decay Theory
(B) Interference Theory
(C) Motivated Forgetting
(D) Retrieval Failure Theory

89. A field-independent perceptual style is characterized by:
(A) A tendency to perceive the visual field as a whole.
(B) An ability to easily separate an object from its surrounding context.
(C) Difficulty in disembedding figures from a complex background.
(D) A greater influence of the surrounding visual field on perception.

90. The "cocktail party phenomenon" provides evidence against which model of attention?
(A) Broadbent's early selection (filter) model
(B) Treisman's attenuation model
(C) Deutsch & Deutsch's late selection model
(D) Kahneman's capacity model

91. Arrange the following theoretical approaches to learning in their general historical order of emergence:
I Cognitive approaches (e.g., Tolman, Bandura)
II Connectionism (Thorndike)
III Neobehaviorism (e.g., Hull)
IV Classical Conditioning (Pavlov)
(A) IV, II, III, I
(B) II, IV, I, III
(C) IV, III, II, I
(D) II, I, IV, III

92. The physiological approach to perception is most concerned with:
(A) The cultural influences on how people see the world.
(B) The relationship between physical stimuli and triggered neural processes.
(C) The wholistic and organizational principles of perception.
(D) The role of learning and memory in interpreting sensory input.

93. Long-term potentiation (LTP) is a neurophysiological process believed to be a biological basis for:
(A) Forgetting
(B) Attention
(C) Learning and memory
(D) Perception

94. Consider the following statements about instrumental learning:
I The learner's response is voluntary.
II It is also known as operant conditioning.
III Learning occurs as a result of the consequences of a behavior.
IV The research was pioneered by Ivan Pavlov.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

95. The concept of "working memory" differs from the classic view of "short-term memory" primarily because it emphasizes:
(A) The passive storage of information.
(B) A single, unitary storage system.
(C) The active manipulation and processing of information.
(D) The transfer of information from sensory memory.

96. In the context of signal detection theory, setting a very liberal response criterion (low beta) would lead to an increase in:
(A) Both hits and false alarms.
(B) Both misses and correct rejections.
(C) Hits and a decrease in false alarms.
(D) Correct rejections and a decrease in misses.

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strength than the original one.
(C) It shows that original learning was not lost during the extinction phase.
(D) It requires an entirely new series of conditioning trials to be initiated.

118. Which statement is INCORRECT about working memory?
(A) It has a limited capacity.
(B) It involves both storage and active processing.
(C) It is a passive storehouse for information waiting to be moved to LTM.
(D) It includes subsystems like the phonological loop and visuospatial sketchpad.

119. Which of the following phenomena is a central issue in the study of classical conditioning?
(A) The role of reinforcement in strengthening behavior.
(B) The predictive nature of the conditioned stimulus (CS).
(C) The use of cognitive maps to navigate an environment.
(D) The shaping of complex, voluntary behaviors.

120. Consider the following statements regarding Hull's theory of learning:
I It is a stimulus-response (S-R) theory.
II It emphasizes the importance of drive reduction.
III Habit strength (sHr) increases with reinforced trials.
IV It completely ignores cognitive factors and intervening variables.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

121. The decay theory of forgetting is difficult to test because:
(A) It is frequently difficult to distinguish it from retrieval failure.
(B) Ensuring no interference occurs during the interval is difficult.
(C) It is technically impossible to measure the passage of time.
(D) The theory only applies to the category of procedural memories.

122. Arrange the stages of memory according to the Atkinson-Shiffrin model in the correct order:
I Long-Term Memory
II Short-Term Memory
III Sensory Memory
(A) III, II, I
(B) I, II, III
(C) II, III, I
(D) III, I, II

123. The 'Ames Room' is a classic illusion that primarily manipulates which perceptual constancy?
(A) Color constancy
(B) Shape constancy
(C) Size constancy
(D) Brightness constancy

124. In a token economy, tokens function as:
(A) Primary reinforcers
(B) Unconditioned stimuli
(C) Generalized conditioned reinforcers
(D) Negative reinforcers

125. The concept that memory is better for information that is processed more deeply (e.g., based on meaning) rather than shallowly (e.g., based on physical appearance) is known as:
(A) The levels-of-processing theory
(B) The serial position effect
(C) The encoding specificity principle
(D) The transfer-appropriate processing model

126. Match List I (Psychologist) with List II (Associated Concept/Theory) and select the correct option.
List I: (Psychologist)
P. J.J. Gibson
Q. Hermann Ebbinghaus
R. Clark Hull
S. Edwin Guthrie
List II: (Associated Concept/Theory)
1. Drive-Reduction Theory
2. Contiguity Theory
3. Ecological Perspective on Perception
4. Forgetting Curve
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1

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IV Extinction trials where the CS is presented without the UCS.
(A) III, II, I, IV
(B) II, III, I, IV
(C) III, I, II, IV
(D) I, III, II, IV

148. The distinction between episodic and semantic memory was first proposed by:
(A) Endel Tulving
(B) Alan Baddeley
(C) George Miller
(D) Frederic Bartlett

149. "Shaping" is a technique used in which form of learning?
(A) Classical conditioning
(B) Instrumental learning
(C) Latent learning
(D) Observational learning

150. Which theory of forgetting is represented by the idea of "use it or lose it"?
(A) Interference theory
(B) Retrieval failure theory
(C) Decay theory
(D) Motivated forgetting

151. Match List I (Phenomenon) with List II (Learning Principle) and select the correct option.
List I: (Phenomenon)
P. A dog salivates to a bell that predicts food.
Q. A rat presses a lever to get food.
R. A child imitates a parent's behavior.
S. A rat learns a maze without reward.
List II: (Learning Principle)
1. Instrumental Learning
2. Observational Learning
3. Latent Learning
4. Classical Conditioning
(A) P-1, Q-4, R-2, S-3
(B) P-4, Q-1, R-3, S-2
(C) P-4, Q-1, R-2, S-3
(D) P-1, Q-2, R-3, S-4

152. The ability to recognize a melody when it is played in a different key is an example of:
(A) Transposition, a Gestalt principle
(B) Size constancy
(C) Absolute pitch
(D) Stimulus generalization

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153. A student studies for a test in a quiet library and finds it difficult to recall the information during the noisy exam. This is an example of:
(A) Proactive interference
(B) Context-dependent memory
(C) State-dependent memory
(D) Retroactive interference

154. What are the two main forms of declarative memory?
(A) Implicit and explicit
(B) Sensory and short-term
(C) Episodic and semantic
(D) Procedural and working

155. Which of the following is NOT a monocular cue for depth perception?
(A) Interposition
(B) Texture gradient
(C) Convergence
(D) Linear perspective

156. The core idea of Thorndike's "connectionism" is that learning consists of the formation of bonds between:
(A) Cognitive maps
(B) Different memories
(C) Stimuli and responses
(D) Neurons in the brain

157. Given below are two statements:
Statement I: Sustained attention is the ability to maintain focus on an activity or stimulus over time.
Statement II: Divided attention is the ability to respond simultaneously to multiple tasks or multiple task demands.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

158. In the context of verbal learning, what is a primary focus of research?
(A) How animals learn to communicate.
(B) The acquisition of motor skills.
(C) The processes involved in learning and remembering lists of words or syllables.
(D) The development of language in infants.

(B) Color constancy
(C) Shape constancy
(D) Brightness constancy

137. Which of the following scenarios is the best example of observational learning?
(A) A cat learns to press a lever for food through trial and error.
(B) A student feels anxious about exams after failing one in the past.
(C) A boy learns to use a tool by watching his father build a structure.
(D) A rat learns to run a maze faster each day it is rewarded with food.

138. The primary difference between declarative memory and procedural memory is that declarative memory is _____ while procedural memory is _____.
(A) implicit; explicit
(B) for skills; for facts
(C) explicit; implicit
(D) short-term; long-term

139. Consider the following principles:
I Proximity
II Figure-Ground
III Closure
IV Law of Effect
V Similarity
Which of the above are considered principles of Gestalt perceptual organization?
(A) I, II, and III only
(B) I, III, and V only
(C) I, III, IV, and V only
(D) All of the above

140. A 'pop-out' effect, where a unique stimulus is rapidly detected among distractors, is an example of:
(A) Focused attention
(B) Preattentive processing
(C) Sustained attention
(D) Divided attention

141. The research paradigm for studying verbal learning often involves:
(A) Mazes and puzzle boxes
(B) Observing social interactions
(C) Paired-associate learning and serial recall
(D) Measuring physiological responses to stimuli

142. A physiological approach to perception would be most interested in which of the following questions?
(A) How do cultural expectations influence what we see?
(B) What are the 'rules' our minds use to group stimuli?
(C) Which specific neurons in the visual cortex respond to horizontal lines?
(D) How do we perceive the world directly without mental construction?

143. Which schedule of reinforcement produces the highest and most consistent rates of responding?
(A) Fixed-interval
(B) Variable-interval
(C) Fixed-ratio
(D) Variable-ratio

144. Forgetting due to retrieval failure can sometimes be overcome by providing:
(A) A period of rest
(B) Retrieval cues
(C) Reinforcement
(D) A competing response

145. The fact that a person who is hungry is more likely to interpret an ambiguous picture as being related to food is an example of the role of _____ in perception.
(A) Perceptual constancy
(B) Motivation
(C) The law of proximity
(D) Signal detection

146. Which model of attention posits that the bottleneck is late in processing, occurring after stimuli have been analyzed for meaning?
(A) Broadbent's Filter Model
(B) Treisman's Attenuation Model
(C) Deutsch & Deutsch's Late Selection Model
(D) Neisser's Synthesis Model

147. Arrange the following events in a typical classical conditioning experiment in chronological order:
I Presentation of the CS alone elicits the CR.
II Pairing of the NS (which becomes the CS) with the UCS.
III Presentation of the UCS elicits the UCR.

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(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

189. Pattern recognition is the process of:
(A) Identifying a particular stimulus pattern as belonging to a category of similar patterns.
(B) Perceiving stimuli below the absolute threshold of awareness.
(C) Maintaining focus on a single pattern over a long period.
(D) Separating a pattern from its background.

190. A "miss" in signal detection theory occurs when:
(A) A signal is present, and the observer says it is absent.
(B) A signal is absent, and the observer says it is absent.
(C) A signal is absent, but the observer says it is present.
(D) A signal is present, and the observer says it is present.

191. Arrange the following developments related to working memory in chronological order:
I Addition of the Episodic Buffer
II The initial three-component model (Central Executive, Phonological Loop, Visuospatial Sketchpad)
III Distinguishing the concept from unitary Short-Term Memory
(A) III, II, I
(B) II, III, I
(C) I, II, III
(D) III, I, II

192. Which of the following correctly pairs a Gestalt law with its description?
(A) Proximity - We group together figures that are similar to each other.
(B) Continuity - We perceive elements that are close to one another as part of the same object.
(C) Closure - We tend to complete figures that are incomplete.
(D) Similarity - We perceive smooth, continuous patterns rather than discontinuous ones.

193. The neurophysiology of learning is concerned with:
(A) How learning changes across the lifespan.
(B) The cultural context of learning.
(C) The physical changes in the brain that underlie learning and memory.
(D) The evolutionary advantages of certain learning abilities.

194. Which of the following statements about memory is INCORRECT?
(A) Short-term memory has a limited duration and capacity.
(B) Long-term memory is a single, unitary system.
(C) Declarative memory can be consciously recalled.
(D) Procedural memory involves knowing 'how' to do things.

195. Consider the following stages of memory:
I Sensory Memory
II Working Memory
III Short-Term Memory
IV Long-Term Memory
V Semantic Memory
Which of the above are defined as the key stages in the standard information-processing model?
(A) I, III, and IV only
(B) I, II, and IV only
(C) II, III, and V only
(D) I, II, III, and IV only

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196. The "Law of Organization" in perception, as proposed by Gestalt psychologists, is also known as:
(A) The Law of Effect
(B) The Law of Prägnanz
(C) The Law of Parsimony
(D) The Law of Contiguity

197. Which of the following is the most accurate definition of reinforcement in the context of instrumental learning?
(A) Any event that follows a response.
(B) Any consequence that increases the probability of the response that it follows.
(C) Any stimulus that is pleasant to the organism.
(D) The pairing of a conditioned stimulus with an unconditioned stimulus.

159. Consider the following theories of forgetting:
I Decay
II Interference
III Retrieval Failure
IV Consolidation
V Motivated Forgetting
Which of the above statement(s) is/are correct?
(A) I, II, III and V only
(B) I, II, IV and V only
(C) II, III and IV only
(D) I, III, IV and V only

160. Which of the following correctly describes a theoretical issue in instrumental learning?
(A) Whether conditioning requires a cognitive component.
(B) Whether the UCS must be a biological need.
(C) Whether the CS must precede the UCS.
(D) Whether learning is based on contiguity or contingency.

161. The "ecological perspective" on perception, championed by J.J. Gibson, focuses on:
(A) The computational stages of perceptual processing.
(B) The way cultural filters shape our view of the world.
(C) The information directly available in the environment and its "affordances".
(D) The role of specific feature detector neurons in the brain.

162. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Semantic memory is generally more resistant to forgetting than episodic memory.
Reason (R): Semantic memories are often rehearsed and integrated into a larger knowledge structure, whereas episodic memories are tied to specific, personal contexts which can be more easily confused or lost.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

163. The law of common fate, a Gestalt principle, states that elements:
(A) That move in the same direction are grouped together.
(B) That are close together are grouped together.
(C) That are similar are grouped together.
(D) That form a continuous line are grouped together.

164. What is the key distinction between short-term memory and working memory?
(A) Working memory has a longer duration.
(B) Working memory emphasizes active processing and manipulation of information.
(C) Short-term memory has a larger capacity.
(D) Short-term memory is part of long-term memory.

165. The recent trend of studying the neurophysiology of learning has led to significant interest in phenomena like:
(A) Cognitive dissonance
(B) Long-term potentiation (LTP)
(C) Groupthink
(D) The bystander effect

166. A "false alarm" in signal detection theory occurs when the observer reports a signal and:
(A) The signal was present.
(B) The signal was absent.
(C) The signal was very weak.
(D) The signal was very strong.

167. Which of the following is an application of classical conditioning principles?
(A) Using a token economy to reward good behavior in a classroom.
(B) Aversion therapy to treat alcoholism.
(C) Shaping a dog to perform a complex trick.
(D) Teaching a child to read using flashcards.

168. In Hull's theory, 'sHr' (habit strength) is a function of:
(A) The number of reinforced trials.
(B) The magnitude of the drive.
(C) The size of the reward.
(D) The delay of reinforcement.

169. What type of perception is at play when a person is influenced by a stimulus that was presented too quickly to be consciously seen?

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(D) Perceptual constancy

207. According to Hull, which of the following must be present for a response to occur?
(A) Drive only
(B) Habit Strength only
(C) Both Drive and Habit Strength
(D) Incentive Motivation only

208. The 'primacy effect' in the serial position curve is the enhanced recall for items at the beginning of a list. This is often explained by:
(A) The items being recalled directly from short-term memory.
(B) The items having received more rehearsal and being transferred to long-term memory.
(C) The items being more distinct than those in the middle.
(D) The items being less susceptible to proactive interference.

209. Match List I (Learning Paradigm) with List II (Description) and select the correct option.
List I: (Learning Paradigm)
P. Positive Reinforcement
Q. Negative Reinforcement
R. Positive Punishment
S. Negative Punishment (Omission)
List II: (Description)
1. Removing a desirable stimulus to decrease behavior.
2. Adding an aversive stimulus to decrease behavior.
3. Adding a desirable stimulus to increase behavior.
4. Removing an aversive stimulus to increase behavior.
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-4, R-2, S-1
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-2, R-4, S-1

210. Which is NOT a stage of memory in the Atkinson-Shiffrin model?
(A) Sensory Memory
(B) Short-Term Memory
(C) Working Memory
(D) Long-Term Memory

211. Consider the following forms of attention:
I Selective
II Divided
III Sustained
IV Subliminal
V Perceptual
Which of the above statement(s) is/are correct classifications?
(A) I, II and IV only
(B) I, II and III only
(C) III, IV and V only
(D) I, II, III and V only

212. The concept of 'affordances', central to the ecological perspective, refers to:
(A) The perceived possibilities for action that an object or environment offers.
(B) The cognitive interpretations we place upon objects.
(C) The amount of mental effort required to perceive something.
(D) The cultural meaning assigned to objects.

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213. Given below are two statements:
Statement I: In instrumental learning, the organism's behavior is controlled by its consequences.
Statement II: In classical conditioning, the organism learns associations between events it does not control.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

214. The inability to recall events that occurred before the onset of amnesia is called:
(A) Anterograde amnesia
(B) Retrograde amnesia
(C) Dissociative amnesia
(D) Proactive interference

215. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The Gestalt laws of organization describe how we group elements of a scene.
Reason (R): These laws, such as proximity and similarity, are learned through cultural exposure and are not innate.
(A) Both A and R are true and R is the correct explanation of A.

Answer the question by selecting the appropriate option.
Assertion (A): According to interference theory, forgetting is caused by competing information.
Reason (R): Proactive interference occurs when newly learned material prevents the recall of older material.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

179. A 'reversal' in a discrimination learning paradigm involves:
(A) Switching the roles of the SD and SΔ.
(B) Generalizing the learned response to a new stimulus.
(C) Forgetting the discrimination after a period of time.
(D) Learning a new, unrelated discrimination task.

180. The "recency effect" in serial position recall is often attributed to the recall of items from:
(A) Long-term memory
(B) Semantic memory
(C) Short-term/working memory
(D) Sensory memory

181. Consider the following phenomena associated with instrumental learning:
I Acquisition
II Extinction
III Spontaneous Recovery
IV Punishment
V Conditioned emotional response
Which of the above statement(s) is/are correct?
(A) I, II, and V only
(B) I, II, III, and IV only
(C) III, IV, and V only
(D) All of the above

182. According to the information processing approach, perception is:
(A) A direct and unmediated experience of the world.
(B) A process of construction based on both sensory data and existing knowledge.
(C) Entirely determined by cultural upbringing.
(D) A byproduct of emotional states.

183. In the study of memory, what does the 'encoding specificity' principle state?
(A) Information is encoded into memory in a very specific, unchangeable format.
(B) Retrieval effectiveness depends on the cue matching the original encoding format.
(C) Only semantically processed information can be encoded into long-term memory.
(D) Specific neurons in the brain are responsible for encoding specific memories.

184. The phi phenomenon is a perception of:
(A) Depth
(B) Color
(C) Movement
(D) Form

185. A student who learns a list of French vocabulary words finds it harder to remember the Spanish vocabulary she studied last week. This is an example of:
(A) Retroactive interference
(B) Proactive interference
(C) Retrieval-induced forgetting
(D) Motivated forgetting

186. Which of the following is NOT a fundamental theory of learning?
(A) Thorndike's Connectionism
(B) Guthrie's Contiguity Theory
(C) Hull's Drive-Reduction Theory
(D) Maslow's Hierarchy of Needs

187. The brief, lingering sensory memory for visual stimuli is called _____, while the sensory memory for auditory stimuli is called _____.
(A) iconic memory; echoic memory
(B) echoic memory; iconic memory
(C) short-term memory; long-term memory
(D) declarative memory; procedural memory

188. Given below are two statements:
Statement I: The physiological approach to perception seeks to understand the neural mechanisms underlying perceptual experience.
Statement II: The Gestalt approach focuses on how the brain organizes sensory information into meaningful wholes.
(A) Both Statement I and Statement II are true.

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(D) P-1, Q-4, R-2, S-3

127. Which of the following is NOT an assumption of signal detection theory?
(A) There is always some level of background neural noise.
(B) The detection process is deterministic, not probabilistic.
(C) The observer's decision is influenced by a response criterion.
(D) The sensitivity of the observer can be separated from their response bias.

128. Retroactive interference occurs when:
(A) Old memories interfere with the retrieval of new memories.
(B) New memories interfere with the retrieval of old memories.
(C) Memories are actively repressed due to their emotional content.
(D) Memories decay naturally over time.

129. The "Law of Effect," proposed by Thorndike, states that:
(A) Behaviors followed by satisfying consequences are more likely to be repeated.
(B) Learning occurs through the simple contiguity of stimulus and response.
(C) The whole of a perception is greater than the sum of its parts.
(D) Learning can occur without any overt behavioral change.

130. Given below are two statements:
Statement I: Encoding is the memory process concerned with transforming sensory information into a form that can be stored.
Statement II: Automatic encoding occurs with little or no effort, while effortful encoding requires attention and conscious processing.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

131. Which of the following perceptual phenomena illustrates the role of learning in perception?
(A) Carpentered-world influences on susceptibility to the Müller-Lyer illusion.
(B) The innate ability of an individual to distinguish focal figures from ground.
(C) The physiological process of adapting to a constant and stable stimulus.
(D) The automatic grouping of various stimuli based on their physical proximity.

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132. In classical conditioning, a neutral stimulus becomes a _____ after being repeatedly paired with a stimulus that naturally elicits a response.
(A) Unconditioned Response (UCR)
(B) Conditioned Response (CR)
(C) Unconditioned Stimulus (UCS)
(D) Conditioned Stimulus (CS)

133. Which component of working memory is thought to be responsible for holding and manipulating speech-based information?
(A) The visuospatial sketchpad
(B) The central executive
(C) The phonological loop
(D) The episodic buffer

134. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Patients with damage to the hippocampus often exhibit severe anterograde amnesia.
Reason (R): The hippocampus is critical for the consolidation of information from short-term memory to long-term declarative memory.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

135. The finding that rats in Tolman's studies developed "cognitive maps" of mazes supported the _____ approach to learning.
(A) Behaviorist
(B) Cognitive
(C) Psychoanalytic
(D) Humanistic

136. The tendency to perceive an object as having a constant shape, despite changes in the shape of its retinal image, is called:
(A) Size constancy

198. Match List I (Concept) with List II (Associated Theorist/Approach) and select the correct option.
List I: (Concept)
P. Figure and Ground
Q. Latent Learning
R. Law of Effect
S. Signal Detection Theory
List II: (Associated Theorist/Approach)
1. Thorndike
2. Tolman
3. Gestalt Psychology
4. Green & Swets
(A) P-3, Q-2, R-1, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-1, Q-2, R-3, S-4
(D) P-2, Q-3, R-4, S-1

199. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Subliminal perception has been shown to have large, long-lasting effects on behavior in laboratory settings.
Reason (R): Stimuli presented below the threshold of conscious awareness can be processed and can briefly influence thoughts or feelings.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

200. The memory process of getting information into the memory system is called _____, and the process of retaining that information over time is called _____.
(A) storage; encoding
(B) encoding; retrieval
(C) encoding; storage
(D) storage; retrieval

201. Which of the following best describes the physiological approach to studying perception?
(A) Analyzing how perception is influenced by cultural norms.
(B) Examining the relationship between sensory stimuli and brain activity.
(C) Describing organizational principles like figure-ground and closure.
(D) Building computational models of perceptual processes.

202. The concept of 'motivated forgetting' proposes that people forget information because:
(A) It is unpleasant, anxiety-provoking, or traumatic.
(B) The memory trace has physically decayed.
(C) Other information is interfering with its retrieval.
(D) The information was never properly encoded.

203. Consider the following statements regarding Guthrie's theory of learning:
I Learning occurs in a single trial.
II Reinforcement is not necessary for learning.
III Forgetting is caused by new learning that replaces the old.
IV The primary mechanism is drive reduction.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

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204. "Knowing that" is to declarative memory as "knowing how" is to:
(A) Episodic memory
(B) Semantic memory
(C) Procedural memory
(D) Sensory memory

205. In a classical conditioning experiment, if a light (CS) is repeatedly presented without the accompanying food (UCS), the dog's salivation (CR) will eventually cease. This process is called:
(A) Acquisition
(B) Extinction
(C) Generalization
(D) Discrimination

206. A person's individual, consistent tendency to perceive and process information in a particular way (e.g., field-dependent vs. field-independent) is referred to as their:
(A) Perceptual set
(B) Perceptual style
(C) Perceptual schema

(A) Extrasensory perception
(B) Subliminal perception
(C) Supraliminal perception
(D) Metacognitive perception

170. Which of the following statements is INCORRECT regarding memory processes?
(A) Encoding refers to the transformation of information into a memory code.
(B) Storage refers to maintaining information in memory over time.
(C) Retrieval refers to the active processing of information in short-term memory.
(D) Retrieval is the process of recovering stored information.

171. Which statement best summarizes Guthrie's theory of learning?
(A) "What is learned is a response to a drive."
(B) "A stimulus that is followed by a response will, on its next occurrence, tend to elicit that response."
(C) "Behaviors followed by satisfaction will be stamped in."
(D) "Learning is an insight that occurs suddenly."

172. The process of organizing and interpreting sensory information is called _____; the process of detecting environmental stimuli is called _____.
(A) perception; sensation
(B) sensation; perception
(C) attention; sensation
(D) perception; attention

173. Consider the following statements regarding Thorndike's contribution to learning theory:
I He pioneered the use of experimental methods to study learning.
II He proposed the Law of Effect.
III His work laid the foundation for behaviorism and instrumental conditioning.
IV He was a strong proponent of cognitive maps in learning.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

174. The "episodic buffer" was added later to the working memory model to account for:
(A) The processing of verbal and auditory information.
(B) The integration of information from different subsystems and LTM into a coherent episode.
(C) The storage and manipulation of visual and spatial information.
(D) The control and regulation of the entire working memory system.

175. Match List I (Type of LTM) with List II (Brain Area) and select the correct option.
List I: (Type of LTM)
P. Episodic Memory
Q. Semantic Memory
R. Procedural Memory
S. Emotional Memory (fear conditioning)
List II: (Brain Area)
1. Cerebellum and Basal Ganglia
2. Amygdala
3. Hippocampus and Neocortex
4. Lateral and anterior temporal cortex
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

176. Which of the following is the best example of a task requiring sustained attention?
(A) Driving a car while talking on a hands-free phone.
(B) A radiologist scanning a series of X-rays for a tiny, abnormal shadow.
(C) A waiter taking orders from a large table of customers.
(D) Noticing your name being spoken across a noisy room.

177. The Gestalt approach to perception is a form of _____ processing, whereas feature analysis is a form of _____ processing.
(A) top-down; bottom-up
(B) bottom-up; top-down
(C) active; passive
(D) physiological; psychological

178. The following question consists of two statements — Assertion (A) and Reason (R).

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(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

216. A key theoretical issue in instrumental learning is the role of reinforcement. What does this issue primarily concern?
(A) Whether reinforcement strengthens the S-R connection or provides information.
(B) Whether reinforcement must be biological or can be social.
(C) Whether reinforcement must be immediate or can be delayed.
(D) Whether reinforcement works for animals as well as humans.

217. The process of modifying behavior by removing a rewarding stimulus after the behavior occurs is called:
(A) Positive punishment
(B) Negative punishment (omission training)
(C) Negative reinforcement
(D) Extinction

218. Memory for factual information (e.g., names, dates, facts) falls under the category of:
(A) Procedural memory
(B) Declarative memory
(C) Implicit memory
(D) Sensory memory

219. The 'Law of Contiguity' is a central principle in the learning theory of:
(A) Thorndike
(B) Hull
(C) Guthrie
(D) Skinner

220. The 'information processing approach' to perception draws a powerful analogy between the human mind and a:
(A) Telephone switchboard
(B) Computer
(C) Hydraulic system
(D) Steam engine

221. Which of the following is NOT one of the four processes Bandura identified as necessary for observational learning?
(A) Attention
(B) Retention
(C) Motivation
(D) Reinforcement

222. The term "working memory" was coined to emphasize the _____ nature of this memory system, in contrast to the more passive concept of short-term memory.
(A) Active and manipulative
(B) Permanent and unlimited
(C) Sensory and automatic
(D) Unconscious and implicit

223. What does "color constancy" refer to?
(A) The tendency to perceive familiar objects as having consistent color, even under changing illumination.
(B) The inability to distinguish between certain colors, such as red and green.
(C) The mixing of light waves of different wavelengths to create new color sensations.
(D) The perception of colors that are not physically present in the spectrum.

224. Which of the following correctly describes a theoretical issue in classical conditioning?
(A) Whether reinforcement strengthens an S-R bond.
(B) Whether learning requires the organism to be aware of the contingency.
(C) Whether cognitive maps are formed during the process.
(D) Whether the CR is the same as the UCR.

225. Match List I (Attention Model) with List II (Primary Concept) and select the correct option.
List I: (Attention Model)
P. Broadbent's Model
Q. Treisman's Model
R. Deutsch & Deutsch's Model
S. Kahneman's Model
List II: (Primary Concept)
1. Late selection filter
2. Limited mental energy/resources
3. Early selection filter/bottleneck
4. Attenuator/Leaky filter
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-1, Q-4, R-2, S-3

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(D) Color constancy.

Direction : Please read the following source carefully.

Perception is not a passive reception of sensory data; it is an active process significantly influenced by internal states and past experiences. The role of motivation and learning in perception underscores this active construction. Motivation can direct attention and alter how stimuli are interpreted, making an individual more likely to perceive things that are relevant to their current needs or goals. For instance, a hungry person may be more sensitive to the smell of food. Similarly, learning and past experiences create perceptual sets, or expectancies, that shape our interpretations of ambiguous stimuli. This top-down processing is complemented by frameworks like Signal Detection Theory (SDT), which provides a mathematical model for understanding perception under conditions of uncertainty. SDT moves beyond classical psychophysics by distinguishing between a person's sensory sensitivity to a stimulus and their decision-making criterion or bias. Its core assumption is that decisions about the presence of a faint stimulus (a 'signal') are always made against a background of 'noise'. The theory has wide-ranging applications, from evaluating the accuracy of a radiologist detecting a tumor in an X-ray to assessing an eyewitness's reliability, by quantifying both their ability to discriminate and their tendency to say 'yes' or 'no'.

Based on the above source, attempt the following five questions.

271. The passage suggests that the role of motivation and learning in perception primarily involves:
(A) A passive reception of sensory information.
(B) The complete elimination of perceptual errors.
(C) An active construction and interpretation of stimuli.
(D) A focus on bottom-up processing only.

272. What key distinction does Signal Detection Theory (SDT) introduce into the study of perception?
(A) The difference between ambiguous and unambiguous stimuli.
(B) The separation of sensory sensitivity from decision-making bias.
(C) The distinction between the roles of motivation and learning.
(D) The separation of signal presence from signal absence.

273. A person who has just finished a horror movie and then interprets a shadow as a human figure is demonstrating the influence of:
(A) Sensory sensitivity as defined by SDT.
(B) The passive reception of sensory data.
(C) A complete failure of the perceptual system.
(D) A perceptual set created by recent learning/ experience.

274. According to the source, a core assumption of Signal Detection Theory is that:
(A) A 'signal' is always detected against a background of 'noise'.
(B) The background 'noise' can be completely eliminated.
(C) Perceptual decisions are made in an environment free of uncertainty.
(D) The decision criterion is always neutral and unbiased.

275. An application of SDT, such as evaluating a radiologist, would primarily aim to:
(A) Increase the amount of 'noise' in the X-ray.
(B) Only measure the radiologist's motivation level.
(C) Quantify their discrimination ability and decision bias.
(D) Focus solely on their past learning and experience.

Direction : Please read the following source carefully.

The study of learning processes encompasses several fundamental theories that explain how behavior is acquired and modified. Among these, classical and instrumental conditioning represent two primary paradigms of associative learning. Classical conditioning, first detailed by Pavlov, involves a procedure where a neutral stimulus is repeatedly paired with an unconditioned stimulus that naturally elicits a response. Over time, the neutral stimulus becomes a conditioned stimulus, capable of eliciting a response (now the conditioned response) on its own. This process explains phenomena such as phobias and emotional reactions. In contrast, instrumental learning, also

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Q. Short-Term Memory
R. Long-Term Memory (Declarative)
S. Long-Term Memory (Procedural)

List II: (Primary Characteristic)

1. Conscious memory for facts and events.
2. Unconscious memory for skills and habits.
3. Brief, high-capacity buffer for raw stimuli.
4. Limited capacity store for actively used information.

(A) P-3, Q-4, R-2, S-1
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-1, Q-2, R-3, S-4

236. Which one of these is NOT a paradigm of instrumental learning?
(A) Positive Reinforcement
(B) Negative Reinforcement
(C) Punishment
(D) Spontaneous Recovery

237. The "cocktail party effect," where one can focus on a single conversation in a noisy room, is a classic example of:
(A) Sustained attention
(B) Divided attention
(C) Selective attention
(D) Alternating attention

238. In the information-processing approach, what are the three fundamental processes of memory?
(A) Sensation, Perception, Attention
(B) Encoding, Storage, Retrieval
(C) Classical, Instrumental, Observational
(D) Sensory, Short-term, Long-term

239. Consider the following statements regarding the assumptions and applications of signal detection theory:

I It allows for the independent assessment of sensory sensitivity and decision bias.
II It assumes that noise is always present in the system.
III It can be applied to situations beyond simple sensory thresholds, like medical diagnosis.
IV The primary measure is the absolute threshold.

Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I and IV only

240. The theory that forgetting is caused by the displacement of old information by new information is an example of:
(A) Decay
(B) Retrieval failure
(C) Motivated forgetting
(D) Interference

241. Which of the following correctly pairs a learning theorist with their central concept?
(A) Hull - Cognitive Maps
(B) Guthrie - Law of Effect
(C) Thorndike - Connectionism
(D) Tolman - Drive Reduction

242. The part of working memory that deals with visual images and their spatial layout is the:
(A) Phonological loop
(B) Central executive
(C) Visuospatial sketchpad
(D) Episodic buffer

243. The Gestalt and physiological approaches to perception differ primarily in that:
(A) Gestalt focuses on organizational principles, while physiological focuses on neural mechanisms.
(B) Gestalt focuses on learning, while physiological focuses on innate abilities.
(C) Gestalt is a bottom-up approach, while physiological is a top-down approach.
(D) Gestalt applies only to vision, while physiological applies to all senses.

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244. Given below are two statements:
Statement I: Latent learning demonstrates that learning can occur without reinforcement.
Statement II: Observational learning demonstrates that learning can occur without direct experience.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

245. "Negative transfer" in verbal learning refers to a situation where:
(A) Prior learning facilitates new learning.
(B) Prior learning has no effect on new learning.

226. Consider the following variables that influence the effectiveness of reinforcement:
I Magnitude of reinforcement
II Delay of reinforcement
III Schedule of reinforcement
IV Drive state of the organism
V The presence of a conditioned stimulus
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) I, II, III, and IV only
(D) All of the above

227. A person who can easily pick out a simple shape from a complex background is said to have a _____ perceptual style.
(A) Field-dependent
(B) Field-independent
(C) Holistic
(D) Global

228. The concept of "repression" as a form of motivated forgetting is most closely associated with:
(A) Behaviorist theory
(B) Cognitive theory
(C) Psychoanalytic theory
(D) Humanistic theory

229. Given below are two statements:
Statement I: Recent trends in learning research include the study of the neurophysiology of learning.
Statement II: This involves identifying the specific brain structures and synaptic changes, such as long-term potentiation (LTP), that form the biological basis of learning and memory.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

230. The "Müller-Lyer illusion" is thought to be culturally specific to some extent because:
(A) People in non-carpentered worlds with few right angles are less susceptible to it.
(B) It only works with specific colors that have different meanings across cultures.
(C) The language used to describe the lines influences perception.
(D) It relies on binocular disparity, which varies between ethnic groups.

231. Which fundamental theory of learning is a formal, hypothetico-deductive system that attempts to explain behavior through intervening variables?
(A) Thorndike's Connectionism
(B) Guthrie's Contiguity Theory
(C) Hull's Neobehaviorism
(D) Tolman's Cognitive Theory

232. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): A variable-ratio schedule of reinforcement leads to very high and steady rates of response that are resistant to extinction.
Reason (R): Because the reinforcement is unpredictable, the organism is motivated to keep responding in the hope that the next response will be the one that gets rewarded.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

233. The division of long-term memory into declarative and procedural categories represents a distinction based on:
(A) The duration of the memory.
(B) The type of information being stored and how it is expressed.
(C) The sensory modality of the information.
(D) The emotional content of the memory.

234. In the study of perception, what does the "Law of Prägnanz" or law of good figure state?
(A) We tend to perceive the simplest possible organization of the perceptual field.
(B) We tend to group nearby objects together.
(C) We tend to group similar objects together.
(D) We tend to fill in missing parts of a figure.

235. Match List I (Stage of Memory) with List II (Primary Characteristic) and select the correct option.
List I: (Stage of Memory)
P. Sensory Memory

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monitoring the broader environment.
Based on the above source, attempt the following five questions.

251. According to the passage, which concept best illustrates the capacity to focus on a single conversation in a noisy environment?
(A) Divided attention
(B) The cocktail party effect
(C) Resource allocation
(D) Early stage filter models

252. The passage suggests that the main difference between early and later models of attention lies in:
(A) The flexibility and placement of the attentional filter.
(B) The type of information being processed.
(C) The distinction between subjective and objective information.
(D) The involvement of executive control in resource allocation.

253. Which of the following scenarios is a clear example of divided attention as described in the text?
(A) Ignoring a loud television while reading a book.
(B) Shifting focus from a book to a person calling your name.
(C) Listening to a lecture and simultaneously taking notes.
(D) Focusing intently on finding a specific face in a crowd.

254. Based on the source, the evolution of attentional models indicates a shift towards viewing attention as:
(A) A singular, rigid filtering mechanism.
(B) A process primarily concerned with physical stimulus characteristics.
(C) A phenomenon that only applies to subjective information.
(D) A complex system involving multiple components and control processes.

255. The passage defines attention as a process of selective concentration that involves:
(A) Processing all perceivable information equally.
(B) Ignoring subjective information in favor of objective data.
(C) Focusing on one piece of information while disregarding others.
(D) Allocating equal cognitive resources to all simultaneous tasks.

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Direction : Please read the following source carefully.

The study of perception is approached from various theoretical standpoints, with the Gestalt and physiological approaches offering distinct yet complementary insights. The Gestalt approach, originating in early 20th-century psychology, emphasizes that perception is holistic; we tend to perceive objects and patterns as whole, organized entities rather than as a collection of separate sensations. Its foundational principle is that the whole is different from the sum of its parts. This perspective focuses on the subjective experience of perception and the innate organizational principles the mind uses to interpret sensory input. In contrast, the physiological approach delves into the biological underpinnings of perception. It seeks to explain perceptual phenomena by examining the sensory organs, neural pathways, and brain areas involved in processing sensory information. For example, it might study how specific neurons in the visual cortex respond to lines of a certain orientation or how the cochlea processes sound frequencies. While the Gestalt approach describes what we perceive in terms of organized wholes, the physiological approach seeks to explain how the nervous system mechanistically produces these perceptions. Together, they illustrate the multi-layered nature of perception, from the experiential and organizational level down to the cellular and systemic level.
Based on the above source, attempt the following five questions.

256. What is the foundational principle of the Gestalt approach to perception as described in the passage?
(A) The whole is mechanistically produced by the nervous system.
(B) The whole is different from the sum of its constituent parts.
(C) Perception is a collection of separate, individual sensations.
(D) Subjective experience is irrelevant to perceptual organization.

281. According to the passage, which of the following is NOT listed as a basic variable affecting reinforcement effectiveness?
(A) Extinction
(B) Magnitude
(C) Delay
(D) Contingency

282. A factory worker who is paid for every 100 items they produce is being reinforced on which type of schedule?
(A) Fixed-interval
(B) Fixed-ratio
(C) Variable-interval
(D) Variable-ratio

283. The passage describes behaviour modification as:
(A) A theoretical framework for studying animal cognition.
(B) The application of conditioning principles to change behaviour.
(C) The process of learning through observation.
(D) A schedule where every correct response is reinforced.

284. Which schedule of reinforcement involves providing a reinforcer for a response after an unpredictable amount of time has passed?
(A) Variable-interval
(B) Variable-ratio
(C) Fixed-ratio
(D) Fixed-interval

285. Based on the source, what effect would a long delay between a behavior and its reinforcement likely have on learning?
(A) It would lead to faster and more robust learning.
(B) It would change a fixed-ratio to a variable-ratio schedule.
(C) It would make the learning process less effective.
(D) It would have no impact on the learning process.

Direction : Please read the following source carefully.

While behavioural theories provided foundational insights, cognitive approaches to learning emphasize the role of mental processes that occur between a stimulus and a response. These approaches challenge the notion that all learning requires direct reinforcement. Latent learning, for example, demonstrates that learning can occur without any obvious reinforcement or change in behaviour. An organism might form a "cognitive map" of its environment but not demonstrate this knowledge until a reward is introduced, suggesting that learning was hidden, or latent. Another significant cognitive approach is observational learning, where individuals learn by watching the behaviour of others, known as models. This process involves attention, retention, reproduction, and motivation, and it shows that learning can be vicarious, not just a product of direct experience. These cognitive perspectives have been complemented by recent trends that explore the neurophysiology of learning. This modern line of inquiry seeks to understand the biological basis of learning and memory by investigating synaptic changes, neural pathways, and brain structures involved when new information is acquired and stored. It connects the psychological phenomena of latent and observational learning to their underlying neural mechanisms, bridging the gap between mind and brain in the study of how we learn.

Based on the above source, attempt the following five questions.

286. What is the central argument of cognitive approaches to learning as presented in the passage?
(A) All learning is a direct result of reinforcement.
(B) Behaviour is best understood by ignoring the "black box" of the mind.
(C) The neurophysiology of learning is irrelevant to psychological theories.
(D) Learning can occur through internal mental processes without direct reinforcement.

287. Latent learning is characterized by:
(A) Learning that is immediately demonstrated through behavior.
(B) Learning that only occurs through direct reinforcement.
(C) Learning that occurs without obvious reward and is not immediately expressed.
(D) Learning by watching the consequences of another person's actions.

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elements into meaningful wholes.
(D) Focus on the individual sensory elements rather than the whole.

264. The passage implies that the process of perceptual organization is largely:
(A) A conscious and deliberate effort.
(B) A learned skill acquired over time.
(C) A random segregation of sensory information.
(D) An automatic and innate tendency of the mind.

265. Perceiving an incomplete circle as a whole circle is an example of which principle mentioned in the source?
(A) Law of Closure
(B) Figure-ground distinction
(C) Law of Similarity
(D) Law of Continuity

Direction : Please read the following source carefully.

Perceptual constancy refers to the remarkable ability of our perceptual system to recognize objects as stable and unchanging despite drastic changes in the sensory information they project. This phenomenon applies to several object properties, including size, shape, and color. Size constancy allows us to perceive an object as being the same size regardless of its distance from us, even though the size of its image on our retina changes. For example, we perceive a person walking away as remaining the same size, not as shrinking. Similarly, shape constancy ensures that we perceive an object's shape as constant even when it is viewed from different angles, which alters the shape of its retinal image. A dinner plate is still perceived as circular even when viewed from an angle where its retinal image is elliptical. Color constancy is the tendency to perceive an object's color as consistent across different lighting conditions. A white sheet of paper looks white in both bright sunlight and dim indoor light. The same mechanisms that produce these constancies can also lead to perceptual illusions, which are misperceptions of sensory stimuli. Illusions often occur when the cues our brain uses to maintain constancy are manipulated or presented in an unusual context, revealing the underlying assumptions our perceptual system makes to interpret the world.

Based on the above source, attempt the following five questions.

266. Which of the following best describes shape constancy?
(A) Perceiving an object's color as the same under different lighting.
(B) Perceiving an object's shape as stable despite changes in viewing angle.
(C) Perceiving an object's size as the same regardless of distance.
(D) Perceiving an object's retinal image as unchanging.

267. The passage suggests that perceptual illusions are often a result of:
(A) A failure of the sensory organs to capture information accurately.
(B) The manipulation of cues that normally support perceptual constancy.
(C) The complete absence of perceptual constancy mechanisms.
(D) The perception of objects shrinking as they move farther away.

268. A driver who perceives an approaching car as a full-sized vehicle rather than a tiny object that is growing is demonstrating:
(A) Size constancy
(B) Color constancy
(C) Shape constancy
(D) Perceptual illusion

269. According to the passage, the primary function of perceptual constancy is to:
(A) Create misperceptions and illusions for study.
(B) Make us aware of the changing retinal image.
(C) Maintain a stable and unchanging perception of objects.
(D) Ensure we perceive color based solely on wavelength.

270. The example of a white sheet of paper looking white in both sunlight and dim light illustrates:
(A) The relationship between constancy and illusion.
(B) Shape constancy.
(C) The limitations of the retinal image.

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(C) Prior learning hinders new learning.
(D) Learning occurs without any conscious awareness.

246. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Perceptual constancy is the tendency to experience a stable perception in the face of continually changing sensory input.
Reason (R): For example, we perceive an approaching person as getting closer, not as growing in size, which demonstrates size constancy.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

247. Match List I (Term) with List II (Definition) and select the correct option.
List I: (Term)
P. Encoding
Q. Storage
R. Retrieval
S. Forgetting
List II: (Definition)
1. The process of maintaining information in memory.
2. The inability to access information from memory.
3. The process of transforming information into a memory code.
4. The process of recovering information from memory stores.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-3, S-2

248. Which theory of learning places the most emphasis on the "one-shot" nature of S-R associations?
(A) Hull's theory
(B) Guthrie's theory
(C) Thorndike's theory
(D) Skinner's theory

249. Consider the following concepts:
I Gestalt approaches
II Signal detection theory
III Latent learning
IV Subliminal perception
V Perceptual styles
Which of the above are considered key concepts in the study of Perception?
(A) I, II, III and IV only
(B) I, II, IV and V only
(C) II, III, IV and V only
(D) I, III and V only

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250. The neurophysiological basis of learning is best exemplified by the study of:
(A) Long-term potentiation (LTP) in the hippocampus
(B) Schedules of reinforcement
(C) The serial position effect
(D) Cultural influences on perception

Direction : Please read the following source carefully.

Attention is a fundamental cognitive process that involves selectively concentrating on a discrete aspect of information, whether deemed subjective or objective, while ignoring other perceivable information. The study of attention encompasses its various forms and the theoretical models that seek to explain its mechanisms. Forms of attention can be broadly categorized, including selective attention, which is the capacity to focus on one stimulus while filtering out others, and divided attention, which involves allocating cognitive resources to multiple tasks or stimuli simultaneously. Early models of attention, often referred to as filter models, proposed that information is filtered at an early stage of processing based on physical characteristics. However, later models suggested that the filter is more flexible, operating at later stages depending on the task's demands. These models grapple with the "cocktail party effect," where one can focus on a single conversation in a noisy room but still process unattended information, such as one's name being called. The evolution of these models reflects a growing understanding of attention not as a single entity but as a complex system involving multiple mechanisms, resource allocation, and executive control, highlighting the intricate balance between focused processing and

known as operant conditioning, deals with how the consequences of a voluntary action influence the likelihood of that action being repeated. The core principle is that behaviors followed by satisfying consequences tend to be strengthened, while those followed by unpleasant consequences are weakened. This paradigm explores various phenomena, including shaping and chaining, and is governed by theoretical issues surrounding the nature of reinforcement. While both are forms of associative learning, the crucial distinction lies in the nature of the association: classical conditioning involves associating two stimuli (S-S), whereas instrumental learning involves associating a response with its consequence (R-C).
Based on the above source, attempt the following five questions.

276. What is the fundamental procedure of classical conditioning as described in the passage?
(A) Repeatedly pairing a neutral stimulus with an unconditioned stimulus.
(B) Pairing a voluntary action with a specific consequence.
(C) Weakening a behavior by following it with an unpleasant outcome.
(D) Observing and imitating the behavior of a model.

277. According to the text, the primary difference between classical and instrumental conditioning is:
(A) The type of organism being studied.
(B) The use of voluntary versus involuntary responses.
(C) The historical time period in which they were discovered.
(D) The nature of the association being learned (S-S vs. R-C).

278. A dog learning to salivate to the sound of a bell that has been repeatedly presented with food is an example of:
(A) Instrumental learning
(B) Classical conditioning
(C) Observational learning
(D) Latent learning

279. The source states that instrumental learning is primarily concerned with how behavior is influenced by its:
(A) Association with a neutral stimulus.
(B) Involuntary nature.
(C) Consequences.
(D) Preceding unconditioned stimulus.

280. Which of the following phenomena would be best explained by the principles of instrumental learning?
(A) A child developing a fear of dogs after being bitten.
(B) A person feeling hungry upon seeing a picture of food.
(C) A person blinking when a puff of air is blown into their eye.
(D) A student studying more frequently after receiving good grades.

Direction : Please read the following source carefully.

Within the framework of instrumental learning, reinforcement is the central concept that explains the strengthening of behavior. Its effectiveness is determined by several basic variables and the manner in which it is delivered, known as schedules of reinforcement. Basic variables include the magnitude, delay, and contingency of the reinforcement. A larger, more immediate, and more consistently delivered reinforcer typically leads to faster and more robust learning. Schedules of reinforcement are the rules that determine when a response will be reinforced. These can be continuous, where every correct response is reinforced, or partial, where reinforcement is intermittent. Partial schedules are further divided into fixed-ratio (reinforcement after a set number of responses), variable-ratio (reinforcement after an unpredictable number of responses), fixed-interval (reinforcement for the first response after a set amount of time), and variable-interval (reinforcement for the first response after an unpredictable amount of time). The principles governing reinforcement and its schedules have significant practical applications, most notably in behaviour modification. This applied field uses conditioning principles to change maladaptive behaviours and encourage desirable ones in various settings, such as classrooms, clinics, and workplaces, by systematically managing the consequences of behaviour.
Based on the above source, attempt the following five questions.

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257. According to the passage, the primary focus of the physiological approach to perception is on the:
(A) Subjective experience of interpreting sensory input.
(B) Innate organizational principles of the mind.
(C) Holistic nature of objects and patterns.
(D) Biological mechanisms underlying perceptual processes.

258. How does the passage contrast the Gestalt and physiological approaches?
(A) Gestalt describes organized perceptual experiences, while the physiological approach explains the neural basis for them.
(B) Gestalt focuses on how perception occurs, while the physiological approach focuses on what is perceived.
(C) Gestalt focuses on sensory organs, while the physiological approach focuses on subjective experience.
(D) Gestalt is a modern theory, while the physiological approach is an older, outdated one.

259. A researcher studying how specific cells in the visual cortex respond to different colors is most likely operating within which approach?
(A) The Gestalt approach
(B) The holistic approach
(C) The physiological approach
(D) The subjective experience approach

260. The passage suggests that the Gestalt and physiological approaches are:
(A) Complementary, offering different levels of analysis for perception.
(B) Mutually exclusive and contradictory.
(C) Both focused entirely on the sum of individual sensations.
(D) Primarily concerned with the historical origins of psychology.

Direction : Please read the following source carefully.

Perceptual organization is a central theme within the Gestalt approach to perception, which posits that our minds inherently structure sensory information into meaningful wholes. A fundamental aspect of this organization is the distinction between figure and ground. In any perceptual field, we tend to separate a focal object (the figure) from its surrounding context (the ground). The figure appears more substantial, well-defined, and closer, while the ground is perceived as formless and continuous behind the figure. This segregation is not random but is governed by a set of principles known as the Laws of Organization. These laws describe the tendencies of our perceptual system to group elements together. For instance, the law of proximity suggests that objects near each other tend to be grouped together, while the law of similarity states that similar items are perceived as a unified group. Other principles, such as closure (the tendency to complete incomplete figures) and continuity (the preference for continuous, smooth contours over abrupt changes), further illustrate how the mind actively constructs a coherent perceptual world. These laws are not seen as learned rules but as innate tendencies that guide how we automatically and unconsciously organize the vast array of stimuli that we encounter, transforming sensory chaos into perceptual order.

Based on the above source, attempt the following five questions.

261. According to the passage, the figure-ground relationship is characterized by the perception of the figure as:
(A) Formless and continuous.
(B) Part of the surrounding context.
(C) Less substantial than the ground.
(D) More defined and closer than the ground.

262. A person viewing a pattern of dots and perceiving them as distinct rows because they are closer to each other horizontally than vertically is demonstrating which Gestalt law?
(A) The Law of Similarity
(B) The Law of Proximity
(C) The Law of Closure
(D) The Law of Continuity

263. The main purpose of the Laws of Organization, as described in the text, is to:
(A) Explain the distinction between figure and ground exclusively.
(B) Detail how perceptual rules are learned through experience.
(C) Describe how the mind groups sensory

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288. According to the passage, observational learning requires which of the following processes?
(A) Direct experience, reinforcement, and punishment.
(B) Attention, retention, reproduction, and motivation.
(C) Forming cognitive maps without any external stimuli.
(D) Synaptic changes and neural pathway activation.

289. The concept of a "cognitive map" is most closely associated with which type of learning described in the text?
(A) Observational learning
(B) Neurophysiological learning
(C) Vicarious learning
(D) Latent learning

290. How do recent trends in the neurophysiology of learning complement cognitive approaches?
(A) By investigating the biological underpinnings of cognitive learning processes.
(B) By disproving the existence of latent and observational learning.
(C) By focusing exclusively on behaviour and ignoring mental states.
(D) By arguing that learning is purely a social phenomenon.

Direction : Please read the following source carefully.

Memory is conceptualized as a set of processes involving encoding, storage, and retrieval, which operate across different stages or systems. Encoding is the initial process of transforming sensory information into a form that can be stored in memory. Storage is the maintenance of this encoded information over time. Retrieval is the process of accessing and bringing stored information into conscious awareness. These processes are often explained through a multi-stage model of memory. The first stage, sensory memory, holds a fleeting, literal copy of sensory information for a very brief period. Information attended to in sensory memory moves to short-term memory (STM), which has a limited capacity and duration. A more contemporary view of STM is working memory, which emphasizes its role as a system for active maintenance and manipulation of information for complex tasks. Information that is sufficiently rehearsed or deeply processed can be transferred to long-term memory (LTM), a vast storehouse with seemingly unlimited capacity and duration. LTM is further subdivided into different types. Declarative memory (explicit) is memory for facts and events, which can be consciously recalled. It includes episodic memory (personal experiences) and semantic memory (general knowledge). In contrast, procedural memory (implicit) is memory for skills and habits, which is typically recalled unconsciously.

Based on the above source, attempt the following five questions.

291. According to the passage, what are the three fundamental processes of memory?
(A) Sensory, Short-term, and Long-term
(B) Episodic, Semantic, and Procedural
(C) Encoding, Storage, and Retrieval
(D) Declarative, Procedural, and Working

292. The modern concept of working memory expands on the idea of short-term memory by emphasizing its:
(A) Active manipulation and maintenance of information.
(B) Unlimited capacity for storing information.
(C) Role in the unconscious recall of skills.
(D) Function as a fleeting copy of sensory input.

293. Remembering your first day of college is an example of which type of memory?
(A) Semantic memory
(B) Procedural memory
(C) Sensory memory
(D) Episodic memory

294. What is the key difference between declarative and procedural memory as described in the source?
(A) Declarative memory is for skills, while procedural memory is for facts.
(B) Declarative memory involves conscious recall, while procedural memory is largely unconscious.
(C) Declarative memory has limited capacity, while procedural memory is unlimited.
(D) Declarative memory is short-term, while procedural memory is long-term.

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25. (C) Spontaneous recovery
Spontaneous recovery refers to the sudden reappearance of an extinguished conditioned response after a period of rest. Even though the association appeared to be forgotten during the extinction phase, this phenomenon suggests that the original learning was not completely erased but was merely suppressed. When the subject is reintroduced to the conditioned stimulus after a break, the response returns briefly with less intensity.

26. (A) Punishment, where an aversive stimulus is presented to decrease a behavior.
Instrumental learning involves several paradigms that describe how consequences influence the frequency of a behavior. Punishment is a specific procedure designed to decrease the probability of a response by following it with an aversive or unpleasant stimulus. This is distinct from negative reinforcement, which increases behavior by removing an aversive stimulus. Understanding these distinctions is crucial for applying behavioral principles effectively.

27. (D) Variable-ratio
A variable-ratio schedule of reinforcement provides a reward after an unpredictable number of responses. This schedule is highly effective at producing rapid and steady rates of behavior because the next response could always be the one that yields the prize. Slot machines are a classic example of this principle, as they maintain high levels of engagement by making the schedule unpredictable.

28. (B) II and III only
Behavior modification is a field that applies established learning principles to change maladaptive behaviors. It utilizes techniques derived from both classical and operant conditioning, such as systematic desensitization for phobias and token economies for reinforcing positive actions. Unlike psychoanalysis, its primary focus is on observable behaviors rather than unconscious motives. Systematic application of these methods aims to improve overall functioning.

29. (C) Latent learning
Edward Tolman's research on rats demonstrated that learning can occur without immediate reinforcement or observable changes in behavior. He found that rats exploring a maze without rewards still formed cognitive maps of the layout. This knowledge remained hidden, or latent, until a food reward was introduced, at which point the rats showed they had learned the maze efficiently. This challenged traditional behaviorist views.

30. (D) Perception
Perception is the cognitive process of selecting, organizing, and interpreting sensory information to create a meaningful representation of the environment. While sensation involves the initial detection of physical stimuli by the sensory organs, perception goes further by transforming those raw signals into recognizable objects and events. This process is influenced by an individual's past experiences, cultural background, and expectations.

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31. (A) Retrieval
Retrieval is a critical stage of the memory process that involves accessing and bringing stored information back into conscious awareness. It is the phase where an individual searches their memory system to locate a specific piece of information and then successfully reconstructs it. The effectiveness of retrieval often depends on the quality of the initial encoding and the presence of appropriate cues.

32. (B) A very large capacity and a very short duration.
Sensory memory serves as a brief buffer for incoming information from the environment. It has an exceptionally large capacity, allowing it to capture a detailed snapshot of sensory input across different modalities like vision and hearing. However, this information is stored for only a very short time, typically lasting from a fraction of a second to a few seconds.

33. (B) Approximately 7 +/- 2 chunks of information
Short-term memory is characterized by a limited capacity to hold information for a brief duration. Research by George Miller suggested that most adults can hold approximately seven items, plus or minus two, at any given time. By grouping individual pieces of information into larger, meaningful units called chunks, people can effectively increase the total amount of data they can manage.

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ANSWERS

1. (B) Sustained attention
Sustained attention is a core cognitive process that enables an individual to maintain focus on a single stimulus or task for an extended period. This form of concentration is essential in environments where a person must remain alert to detect specific signals while effectively ignoring distracting information. It differs from other types of attention by its emphasis on the duration and stability of the mental effort involved.

2. (A) The law of Prägnanz
The law of Prägnanz, often referred to as the law of simplicity, is the fundamental principle of Gestalt psychology. It suggests that individuals organize their sensory experiences in the simplest, most regular, and symmetric way possible. According to this view, the human brain inherently seeks to impose order on complex stimuli so that the resulting perception is a coherent whole that is more meaningful.

3. (A) P-4, Q-2, R-1, S-3
Models of attention vary in how they explain the selection of information during processing.
   P. Broadbent's Filter Model emphasizes that selection happens early based on physical characteristics.
   Q. Treisman's Model suggests unattended messages are weakened rather than blocked.
   R. Deutsch and Deutsch argue selection occurs after full analysis.
   S. Kahneman views attention as a limited pool of resources allocated to various task demands.

4. (D) Reflective attention
Cognitive psychology typically classifies attention into specific types based on how focus is allocated and maintained. These include selective attention, which focuses on one task while ignoring others, and sustained attention, which involves prolonged focus. Divided attention occurs when processing multiple tasks simultaneously. Reflective attention is not considered a standard category within this framework, as the focus is usually on how external information is processed and managed.

5. (C) Closure
Closure is a Gestalt principle of perceptual organization that describes the human tendency to perceive incomplete shapes as complete. When visual information is missing or interrupted, the brain automatically fills in the gaps to create a recognizable and whole object. This process allows individuals to make sense of fragmented stimuli in the environment by relying on mental representations to bridge the physical gaps in the input.

6. (A) Both A and R are true and R is the correct explanation of A.
In Treisman's attenuation model, the dictionary unit plays a vital role in determining which stimuli reach conscious awareness. Every word has a specific threshold of activation required for detection. Highly important or frequently encountered stimuli, like a person's own name, possess a very low threshold. This explains why such significant information can be detected even when it is part of an unattended or weakened message.

7. (D) Shape and size constancy
Shape and size constancy are perceptual phenomena that allow humans to recognize objects as stable despite changes in their retinal images. When viewing a person from different angles or distances, the actual image on the retina shifts in size and orientation. However, the brain compensates for these variations by using contextual cues and previous knowledge, ensuring the perceived identity and physical dimensions of the object remain consistent.

8. (A) Feature detection theory
Feature detection theory is a physiological approach to perception that identifies specialized neurons in the visual cortex. These cells, often called feature detectors, are programmed to respond to specific aspects of a stimulus, such as lines, edges, angles, or movement. By breaking

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down complex visual information into these basic components, the brain is able to reconstruct and interpret the environment through the systematic neural activity.

9. (C) I, II, and III only
Figure-ground perception is a fundamental aspect of organizing sensory input. The figure is the focal object that appears to have a distinct form and contour, whereas the ground is the background that seems formless and extends behind the figure. While the figure generally appears closer to the viewer, the relationship between them is not always fixed. Ambiguous figures demonstrate that the perception can be reversed.

10. (A) Monocular depth cues
The Müller-Lyer illusion is a classic example of how the brain interprets two-dimensional lines using monocular depth cues. In this illusion, lines of equal length appear different because of the outward or inward-pointing fins at their ends. The brain misapplies size constancy principles, often interpreting these fins as corners in a three-dimensional room. This mental adjustment leads to a distortion where one line is perceived longer.

11. (D) A signal is present, and the observer says it is present.
Signal detection theory provides a mathematical framework for understanding how individuals make decisions under conditions of uncertainty. A hit is defined as a correct positive response, occurring when a stimulus is physically present in the environment and the observer successfully detects it. This outcome depends on both the sensory sensitivity of the individual and the internal decision criterion they use to distinguish a signal from background noise.

12. (A) III, I, II, IV
The information processing approach views perception as a sequential series of events.
1. Sensory stimulation involves the initial contact of physical energy with receptors.
2. Transduction converts this energy into neural impulses.
3. Perceptual organization arranges these impulses into meaningful patterns.
4. Recognition and interpretation involve comparing these patterns with stored knowledge to identify and understand the stimulus, completing the complex perceptual process.

13. (C) Perception is prioritized for stimuli relevant to current needs or goals.
Motivation significantly influences the perceptual process by sensitizing an individual to certain environmental stimuli. When a person has a specific need or goal, their brain prioritizes information that is relevant to that state. This bias ensures that significant stimuli are detected more quickly and accurately than irrelevant ones. Consequently, perception is not a purely objective recording of reality but is filtered through an internal drive.

14. (D) Linear perspective
Monocular cues are depth indicators that can be perceived with only one eye. Linear perspective is a key monocular cue where parallel lines appear to converge as they recede into the distance. The greater the convergence, the farther away the object is perceived to be. This cue is widely used in art and photography to create a sense of three-dimensional depth and distance on a flat, two-dimensional surface.

15. (A) Presented below the absolute threshold of perception.
Subliminal perception occurs when sensory information is presented at an intensity or duration that is below the absolute threshold for conscious awareness. Although the individual is not consciously aware of the stimulus, the brain can still process the information at an implicit level. This type of processing can briefly influence thoughts, feelings, or behaviors without the person realizing the source of the influence.

16. (B) It primarily focuses on innate, unlearned perceptual abilities.
The information processing approach uses the computer as a metaphor to describe how the mind handles data through discrete stages like encoding and retrieval. It emphasizes the active manipulation of information rather than just innate abilities. While it acknowledges biological foundations, it focuses heavily on how learned knowledge and experience influence the interpretation of sensory data. Therefore, it does not primarily focus on unlearned abilities.

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17. (B) Direct perception of information available in the environment.
The ecological perspective, developed by J.J. Gibson, argues that perception is a direct process rather than a complex mental construction. According to this view, the environment contains rich information, such as texture gradients and optic flow, that provides everything needed for perception. Individuals directly perceive the affordances of objects, which are the possibilities for action they offer, without needing to rely on internal cognitive representations.

18. (C) Statement I is true, but Statement II is false.
Perceptual styles represent consistent individual differences in how people process information. Field-independent individuals are capable of perceiving objects as separate from their surrounding context, allowing them to easily identify figures within complex backgrounds. In contrast, field-dependent individuals tend to perceive stimuli as integrated with the environment. Therefore, the description provided in the second statement incorrectly reverses the characteristics of these two distinct perceptual styles.

19. (A) I, II and V only
Signal detection theory is a probabilistic framework used to measure how individuals distinguish signals from noise.

It assumes that the sensory process of receiving a signal is distinct from the decision process of reporting it.

The theory provides measures for sensitivity, known as d-prime, and response bias, known as beta, which can be calculated independently.

This approach applies to various modalities, making it a versatile tool for analysis.

20. (D) Thorndike's connectionism
Edward Thorndike's theory of connectionism introduced the Law of Effect, which is a cornerstone of early learning research. This law states that behaviors followed by satisfying consequences become more strongly associated with the situation and are more likely to occur again. Conversely, behaviors followed by discomfort are weakened. Thorndike's work, primarily involving cats in puzzle boxes, focused on the gradual strengthening of stimulus-response bonds.

21. (A) P-4, Q-2, R-1, S-3
Perceptual constancies ensure that our experience of objects remains stable despite changes in sensory input.

P. Color constancy maintains a consistent hue under different lighting.
Q. Size constancy keeps a person's height stable regardless of distance.
R. Shape constancy recognizes a door as rectangular even when seen at an angle.
S. Lightness constancy allows us to perceive a black object as black even in bright sun.

22. (B) Extinction
Extinction is a fundamental process in classical conditioning where the conditioned response gradually weakens and eventually disappears. This occurs when the conditioned stimulus is repeatedly presented to the subject without the presence of the unconditioned stimulus. Because the predictive relationship between the two stimuli is broken, the learner stops responding to the once-predictive cue. This process demonstrates that learned associations are flexible.

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23. (D) The direct processing of raw sensory data.
Bottom-up processing is a data-driven aspect of perception that begins with the reception of raw sensory information. In this process, the brain analyzes incoming stimuli from the environment, starting with basic features like color and shape, and builds up to a more complex perception. It operates independently of an individual's expectations or prior knowledge, serving as the foundation for higher-level cognitive interpretations.

24. (A) Both A and R are true and R is the correct explanation of A.
Clark Hull's theory of learning posits that observable behavior is the result of a complex interaction between motivation and learning. Habit strength represents the learned connection between a stimulus and a response, which grows with reinforced trials. However, for this habit to manifest as behavior, a motivational state or drive must also be present. Therefore, behavior is seen as a function of both factors.

61. (D) The phi phenomenon
The phi phenomenon is a perceptual illusion where stationary objects, typically lights, are perceived as moving when they are flashed in rapid succession. This effect is what allows us to see motion on movie screens or digital marquees. Discovered by Max Wertheimer, it served as a foundational concept for Gestalt psychology by demonstrating that movement is a product of cognitive organization.

62. (A) III, II, I
The formation and use of memory typically follow a specific sequence of three discrete processes. Encoding is the first stage, where sensory information is converted into a neural code. Storage is the second stage, where the encoded information is maintained over time within the memory system. Retrieval is the final stage, involving the recovery and conscious awareness of the stored information.

63. (C) A mental predisposition to perceive one specific thing over another.
A perceptual set is a mental predisposition or readiness to perceive stimuli in a particular way based on expectations, prior experiences, or context. It acts as a cognitive filter that can bias an individual's interpretation of ambiguous information. For example, if a person expects to see a certain object, they are more likely to recognize it quickly, even if the cues are incomplete.

64. (A) The observer's sensitivity to the stimulus.
In signal detection theory, d-prime is a statistical measure that represents an observer's sensitivity or ability to distinguish a signal from background noise. A higher d-prime value indicates that the individual is more accurate at detecting the stimulus. This measure is mathematically separated from the response criterion, or beta, which reflects the observer's bias toward saying "yes" under conditions of uncertainty.

65. (B) Cultural backgrounds lead to different interpretations of sensory data.
Culture plays a significant role in shaping perception by providing the framework through which individuals interpret sensory information. Different cultural environments expose people to unique visual and social cues, leading to variations in how they perceive depth and illusions. For example, people living in urban worlds may be more susceptible to certain geometric illusions. This highlights that perception is influenced by experience.

66. (B) Subliminal perception - Conscious processing of stimuli that are ambiguous.
Subliminal perception refers to the processing of information that occurs below the threshold of conscious awareness. This means the individual is not consciously aware of the stimulus, even though it may still influence their thoughts or behaviors. The pairing in the question is incorrect because it describes conscious processing, which is different. True subliminal perception involves stimuli too faint to be detected.

67. (B) Treisman's Attenuation Model
Anne Treisman's attenuation model was developed as a modification of Broadbent's early selection theory. Instead of a complete filter that blocks all unattended information, Treisman proposed an attenuator that functions like a volume control, weakening the strength of unattended messages. This "leaky" filter allows some information to pass through to higher levels of processing, especially if the stimulus has personal significance.

68. (A) Both Statement I and Statement II are true.
Clark Hull developed a highly formal and mathematical approach to learning known as a hypothetico-deductive system. Statement I is correct in noting that his theory consists of specific postulates and theorems used to predict behavior. Statement II accurately describes the postulate of incentive motivation, which accounts for how the reward quality influences performance. Together, these elements form a comprehensive theoretical framework.

69. (B) I, III and IV only
Long-term memory is a complex system with several defining characteristics. It has a virtually unlimited capacity to store vast amounts of information for an entire lifetime. The system is divided into declarative memory for facts and procedural memory for skills. However, long-term storage is primarily semantic rather than acoustic, and forgetting is usually due to

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34. (A) How to perform skills and actions.
Procedural memory is a type of long-term implicit memory that stores information about how to perform various tasks and physical skills. This system handles learned behaviors such as riding a bicycle, typing, or playing a musical instrument. Unlike declarative memory, procedural memories are often acquired through practice and are usually expressed through performance rather than conscious verbal recall.

35. (C) Other memories hinder the retrieval of a specific target memory.
Interference theory suggests that forgetting occurs because other information in the memory system blocks the ability to recall a specific target. This can happen through proactive interference, where old memories disrupt new ones, or retroactive interference, where new information makes it harder to remember old data. The forgotten information is often still stored in the brain but is temporarily inaccessible.

36. (D) Episodic memory
Episodic memory is a category of long-term declarative memory that involves the recollection of specific personal experiences and events. It includes details about the "what," "where," and "when" of a past occurrence, such as your first day of college. These memories are typically organized chronologically and are often accompanied by the emotional context and sensory details of the original event.

37. (C) Physical characteristics
Donald Broadbent's early selection model of attention proposes that incoming information is filtered based on physical characteristics, such as pitch, volume, or location. This sensory filter acts as a bottleneck, allowing only one stream of information to pass through for higher-level processing and semantic analysis. Because selection occurs before the meaning is determined, this model suggests unattended messages are completely blocked.

38. (B) Elements that are similar in appearance are perceived as being part of a group.
The law of similarity is a Gestalt principle that explains how humans group visual elements based on their appearance. When we see objects that share common features like shape, color, or size, we naturally perceive them as belonging together or forming a unified pattern. This tendency helps us organize complex visual fields by identifying relationships between different items efficiently.

39. (D) Thorndike's Connectionism
Edward Thorndike's theory of connectionism posits that learning is the result of direct associations formed between stimuli and responses. He argued that these bonds are strengthened through trial and error and the application of rewards, without the need for complex internal mental representations. This approach focused on the mechanical "stamping in" of successful behaviors, laying the groundwork for behaviorism.

40. (A) Both Statement I and Statement II are true.
Perceptual constancy is a vital mechanism that allows for a stable perception of the world despite fluctuating sensory input. Statement I correctly identifies that this process keeps our perceptions of objects unchanging. Statement II provides an accurate example of shape constancy, explaining why a circular coin is still perceived as a circle even when its image on the retina becomes elliptical.

41. (C) Law of Contiguity
Thorndike's fundamental theories of learning are centered on three primary laws: the Law of Effect, the Law of Exercise, and the Law of Readiness. These principles describe how behavior is shaped by its consequences and the frequency of practice. While the Law of Contiguity emphasizes the importance of events occurring close together in time, it is not one of the laws.

42. (A) The temporal contiguity of a stimulus and a movement.
In Edwin Guthrie's theory of learning, contiguity is the essential factor for forming an association. He proposed that when a specific stimulus is followed by a movement, a connection is made between them. This learning occurs in a single trial and does not require reinforcement or drive reduction. According to Guthrie, the temporal pairing is the only requirement for the association.

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295. The process of transforming incoming sensory information into a storable format is known as:
(A) Retrieval
(B) Storage
(C) Encoding
(D) Rehearsal

Direction : Please read the following source carefully.

Forgetting, the inability to retrieve previously stored information, is not simply a passive loss of memory over time. Several theories attempt to explain the mechanisms behind it. The theory of interference posits that forgetting occurs because other memories hinder the retrieval of a target memory. This can be proactive, where old information interferes with the recall of new information, or retroactive, where new information interferes with the recall of old information. Another prominent explanation is retrieval failure, which suggests that the memory is still stored but is temporarily inaccessible. According to this view, forgetting happens due to the absence of appropriate retrieval cues that were associated with the memory during encoding. The decay theory offers a simpler, though less supported, explanation, proposing that memory traces fade or disintegrate over time if they are not used. Finally, the concept of motivated forgetting suggests that people may unconsciously or consciously block out memories that are traumatic or anxiety-provoking. This psychological process serves as a defense mechanism, pushing unwanted information out of conscious awareness. Each of these theories provides a different perspective on why we forget, highlighting that it can be a result of competition between memories, inaccessibility, passive decay, or active suppression.

Based on the above source, attempt the following five questions.

296. When a student finds it difficult to remember their new phone number because their old one keeps coming to mind, they are experiencing:
(A) Retroactive interference
(B) Motivated forgetting
(C) Retrieval failure
(D) Proactive interference

297. The retrieval failure theory of forgetting suggests that memories are:
(A) Inaccessible due to the lack of proper cues.
(B) Permanently erased from the brain.
(C) Not properly encoded in the first place.
(D) Pushed out of awareness due to their traumatic content.

298. Which theory of forgetting is described as a psychological defense mechanism?
(A) Decay theory
(B) Motivated forgetting
(C) Interference theory
(D) Retrieval failure theory

299. According to the passage, the decay theory proposes that forgetting occurs primarily due to:
(A) The interference of other memories.
(B) The passage of time and lack of use.
(C) The active suppression of memories.
(D) The absence of retrieval cues.

300. The difference between proactive and retroactive interference lies in:
(A) The direction of the interference (old-on-new vs. new-on-old).
(B) Whether the memory is accessible or has decayed.
(C) The motivation of the individual to forget.
(D) Whether the memory was properly encoded or not.

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52. (C) Retrieval failure
The "tip-of-the-tongue" phenomenon occurs when an individual is certain they know a piece of information but cannot immediately produce it. This is a classic example of retrieval failure, where the memory is properly encoded and stored in the brain but is temporarily inaccessible. Often, this happens because of a lack of appropriate retrieval cues or because of interference from similar words.

53. (A) P-3, Q-4, R-1, S-2
Learning theories are associated with several pioneering psychologists who developed distinct frameworks.
P. Ivan Pavlov is the father of Classical Conditioning.
Q. B. F. Skinner is famous for his work on Operant Conditioning.
R. Edward Tolman introduced Latent Learning and cognitive maps.
S. Albert Bandura developed the theory of Observational Learning, emphasizing modeling.

54. (B) Shaping
Shaping is a technique used in operant conditioning to teach complex behaviors by reinforcing successive approximations of the desired goal. Instead of waiting for the subject to perform the complete action perfectly, the trainer provides rewards for smaller, simpler steps that lead toward the final behavior. This gradual process allows for the acquisition of new and intricate skills that are not natural.

55. (C) Central executive
In Alan Baddeley's model of working memory, the central executive acts as the most important component, serving as a control system. It does not store information itself but manages the allocation of attention and coordinates the activities of the "slave systems," like the phonological loop. Additionally, it plays a key role in retrieving information from long-term memory and integrating it.

56. (A) Both A and R are true and R is the correct explanation of A.
The Law of Prägnanz is a core tenet of Gestalt psychology, asserting that individuals perceive the environment in the simplest and most organized manner. The brain has an inherent tendency to find structure in sensory input, often imposing symmetry and regularity. This innate drive for order ensures that our perceptual experience is coherent, supporting the idea of organizational principles.

57. (D) Anterograde amnesia
Anterograde amnesia is a memory disorder characterized by the inability to form new long-term memories after the onset of a brain injury or illness. While individuals with this condition can typically recall events from their past and maintain short-term information briefly, they cannot transfer new experiences into permanent storage. This often results from damage to the hippocampus or surrounding temporal lobe.

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58. (C) Law of Effect
The Gestalt laws of perceptual organization include principles like proximity, similarity, and closure, which describe how the brain groups individual stimuli into meaningful wholes. While these laws focus on the innate structure of perception, the Law of Effect is a learning principle proposed by Edward Thorndike. It states that behaviors followed by positive outcomes are more likely to be repeated over time.

59. (B) II and III only
Binocular cues are depth indicators that require the integrated use of both eyes. Retinal disparity refers to the slightly different images each eye receives, which the brain uses to calculate depth. Convergence involves the inward movement of the eyes as they focus on a nearby object. In contrast, linear perspective and texture gradient are monocular cues that can be perceived with a single eye.

60. (B) Semantic memory
Semantic memory is a division of long-term declarative memory that stores general knowledge and facts about the world. It includes information that is not tied to a specific personal experience, such as knowing the capital of France. Because this knowledge is shared and objective, it differs from episodic memory. Semantic memory provides the mental framework of concepts that allows for logical communication.

43. (D) Drive-reduction theory
Clark Hull's learning theory is a classic example of a drive-reduction model. He argued that all behavior is motivated by the need to reduce physiological drives, which create an unpleasant state of tension. Learning occurs when a response effectively reduces a drive, thereby reinforcing the connection between the stimulus and that response. Hull used a mathematical system to describe these variables.

44. (A) I, II and III only
Classical conditioning involves several key phenomena that describe the modification of reflexive responses. Extinction refers to the gradual weakening of a response, while spontaneous recovery involves its sudden reappearance after a rest. Stimulus generalization occurs when a response is triggered by similar cues. Shaping and latent learning are primarily associated with instrumental and cognitive theories rather than the classical conditioning paradigm.

45. (C) Fixed-interval
A fixed-interval schedule of reinforcement provides a reward after a specific, unchanging amount of time has passed. Being paid a salary every two weeks is a perfect example of this schedule, as the reinforcement is delivered consistently based on the calendar rather than performance. This often results in a "scalloped" pattern of responding, where activity increases as the time approaches.

46. (D) Attention, Retention, Reproduction, Motivation
Albert Bandura's social learning theory outlines four critical cognitive processes necessary for observational learning to occur.
Attention: The learner must first notice the model's behavior.
Retention: The behavior must be remembered.
Reproduction: The learner must have the ability to perform the action.
Motivation: There must be an incentive to perform the behavior.

47. (A) The brain mechanisms and changes underlying learning and memory.
The neurophysiology of learning focuses on identifying the physical changes that occur within the nervous system during the acquisition of new information. Researchers in this field investigate how neurons communicate, the role of specific brain structures like the hippocampus, and synaptic modifications. By understanding these biological processes, scientists can explain how experience is translated into lasting memory traces in the brain.

48. (B) The organism's response is instrumental in producing the outcome.
A fundamental difference between classical and instrumental conditioning lies in the relationship between behavior and consequences. In classical conditioning, the learner has no control over the stimuli, which are paired regardless of actions. However, in instrumental conditioning, the organism's response is the key factor that triggers a specific outcome. The behavior is "instrumental" in changing the environment, leading to voluntary actions.

49. (B) Encoding
Encoding is the initial process of memory that involves transforming sensory input into a form that can be stored in the brain. If an individual fails to pay attention to a stimulus, the information is never properly processed or entered into the memory system. This is known as an encoding failure. The information is not forgotten because it was never actually stored.

50. (A) Decay Theory
Decay theory is one of the oldest explanations for why we forget information. It proposes that memory traces in the brain naturally weaken and fade over time if they are not periodically accessed or rehearsed. According to this view, the mere passage of time causes the physical representation of the memory to deteriorate. While intuitive, it is difficult to prove scientifically.

51. (B) A focal object is perceived as distinct and separate from its background context.
The figure-ground principle is a central concept in Gestalt psychology that explains how we organize our visual field. It states that we naturally separate a central, focused object—the figure—from the surrounding, less distinct background—the ground. This organization is essential for identifying objects and understanding spatial relationships. The brain uses various cues to decide which parts are the focal point.

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interference rather than simple displacement of items.

70. (B) Previously learned information hinders the recall of new information.
Proactive interference is a memory phenomenon that occurs when old, previously learned information interferes with the ability to remember new information. This often happens when the two sets of data are similar, causing confusion during retrieval. For example, if you learn a new phone number but keep remembering your old one, you are experiencing proactive interference. Existing knowledge can act as a barrier.

71. (C) P-2, Q-3, R-1, S-4
Memory can be classified into different systems based on the type of information processed.
P. Episodic memory involves personal experiences, like a birthday party.
Q. Semantic memory stores general facts, such as capitals.
R. Procedural memory manages physical skills, like riding a bike.
S. Working memory handles active manipulation of data, like mental arithmetic, held temporarily while being used.

72. (B) A single trial.
Edwin Guthrie's theory of learning is unique for its "one-trial" learning principle. He argued that an association between a stimulus and a response is formed at full strength the very first time they occur together. While mastery of a complex skill might seem to take many trials, Guthrie explained this by stating that these skills are composed of many individual movements learned.

73. (A) Beginning and end of a list.
The serial position effect describes a pattern in verbal learning where the position of an item in a list influences recall. People are most likely to recall items from the beginning, known as the primacy effect, and the end, known as the recency effect. Items in the middle are usually the most difficult to remember. This suggests that different memory systems are involved.

74. (A) Both A and R are true and R is the correct explanation of A.
Albert Bandura's theory of observational learning emphasizes that people can acquire new behaviors by simply watching others. This process does not require the learner to receive a direct reward. Instead, vicarious reinforcement—observing someone else being reinforced for an action—is often sufficient to motivate the learner to imitate the behavior. This highlights the role of cognitive processes and social modeling.

75. (C) Perception is a complex process that occurs in discrete stages.
The information processing approach to perception treats the mind like a computer, viewing perception as a sequence of distinct mental operations. It assumes that sensory input goes through various stages, including encoding and decision-making, before it results in a final interpretation. This perspective emphasizes that perception is not instantaneous but involves the active manipulation of data, combining sensory information with knowledge.

76. (C) Repression (Psychoanalytic Theory)
Motivated forgetting is a concept rooted in Sigmund Freud's psychoanalytic theory, particularly the mechanism of repression. It suggests that individuals unconsciously push painful or traumatic memories out of their conscious awareness to protect themselves from anxiety. Unlike other theories that focus on the mechanical failure of memory, repression emphasizes the emotional purposes of forgetting. These hidden memories may remain in the unconscious.

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77. (B) A rat learns that pressing a lever yields food only when a green light is on.
Discrimination learning occurs when an organism learns to respond only to specific stimuli and not to others that may be similar. This process involves the use of a discriminative stimulus, which signals when a particular behavior will be reinforced. In the example of a rat and a green light, the animal learns to distinguish the presence of the light from its absence.

78. (B) I, III and IV only
Sensory memory acts as a high-capacity buffer for incoming data. It includes various stores,

tasks. It consists of multiple subsystems that coordinate attention and manage different types of information while interfacing with long-term storage systems.

96. (A) Both hits and false alarms.
In signal detection theory, the response criterion, or beta, reflects an individual's willingness to report the presence of a signal. A liberal criterion means the observer is more likely to say "yes" even when they are unsure. This strategy increases the number of hits because they catch the signal more often. However, it also leads to an increase in false alarms.

97. (C) Ecological perspective
The concept of affordances is a cornerstone of J.J. Gibson's ecological perspective on perception. Affordances refer to the action possibilities that an environment or object offers to an organism, such as a chair affording sitting. Gibson argued that these properties are directly perceived through environmental information without the need for complex mental construction. This view emphasizes the functional and adaptive nature.

98. (C) Sensory Register
Baddeley and Hitch's model of working memory is composed of several specialized components, including the central executive, the phonological loop, and the visuospatial sketchpad. Later, the episodic buffer was added to the model. The sensory register is not a part of this specific working memory framework; instead, it is a component of the earlier multi-store model of memory proposed by Atkinson.

99. (C) Semantic Memory
Semantic memory is the part of long-term memory that handles general world knowledge, including facts, concepts, and language rules. Remembering the chemical formula for water is a perfect example of this type of memory, as it is an objective fact that is not tied to a personal event. Unlike episodic memory, semantic memory represents a shared pool of information used intellectually.

100. (B) P-3, Q-4, R-1, S-2
Forgetting can be explained by several different psychological theories depending on the situation.

P. The tip-of-the-tongue state is caused by retrieval failure.
Q. Forgetting traumatic events is a form of motivated forgetting.
R. An old number interfering with a new one is an example of interference.
S. The fading of un-rehearsed information over time is consistent with decay theory.

101. (A) Both A and R are true and R is the correct explanation of A.
Negative reinforcement is a powerful tool in instrumental learning for increasing the frequency of a behavior. It works by removing an unpleasant or aversive stimulus immediately after a desired response is performed. Because the termination of the aversive state is reinforcing, the subject is more likely to repeat the behavior in the future. Both statements correctly describe how this process functions to strengthen responses.

102. (B) Guthrie - Drive Reduction
The theorist-theory pairings in learning research are distinct. Thorndike is associated with connectionism, Hull with a formal hypothetico-deductive system, and Pavlov with classical conditioning. However, Edwin Guthrie is famous for his contiguity theory, which argues that learning occurs through simple pairings without reinforcement. Drive reduction is actually a core concept of Clark Hull's theory, making the pairing of Guthrie incorrect.

103. (B) I, II and III only
Learning is defined as a relatively permanent change in behavior or behavioral potential resulting from experience or practice. Statements I, II, and III correctly identify these core aspects. However, learning is not always immediately observable; it can remain latent until motivation is present. Also, changes due solely to physical maturation or temporary states like fatigue are not classified as psychological learning.

104. (B) Iconic memory
Iconic memory is the visual sensory register that holds a brief snapshot of a stimulus for a fraction of a second. The perception of a "trail" behind a moving sparkler at night occurs because the iconic memory of previous positions lingers while the new positions are processed. This temporary

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87. (B) It focuses on learning involving language, symbols, and connected discourse.
Verbal learning is a specialized area of study that examines how humans acquire and retain information presented in the form of words, symbols, and connected text. Unlike animal research, verbal learning investigates complex processes like the acquisition of vocabulary and organization of language. It uses tasks like serial recall and paired-associate learning to understand the cognitive mechanisms of human memory systems.

88. (D) Retrieval Failure Theory
Retrieval failure theory posits that forgetting is not caused by the loss of the memory trace itself but by the inability to access it. According to this view, the information is still present in long-term storage, but the individual lacks the necessary cues to bring it into awareness. When appropriate retrieval cues are provided, the supposedly forgotten information can often be recovered.

89. (B) An ability to easily separate an object from its surrounding context.
A field-independent perceptual style is characterized by the ability to perceive stimuli as separate from their environmental context. Individuals with this style are skilled at disembedding figures from complex backgrounds and tend to rely on internal cues rather than the surrounding visual field. This analytical approach to perception contrasts with a field-dependent style, where the individual is more influenced by global characteristics.

90. (A) Broadbent's early selection (filter) model.
The cocktail party phenomenon describes the ability to hear one's own name in a noisy room, even when focused on a different conversation. This effect contradicts Broadbent's model, which argues that unattended information is completely blocked before any semantic analysis occurs. Because the name is processed for meaning, it suggests that the attentional filter is not an absolute barrier during processing.

91. (A) IV, II, III, I
The history of learning theory began with Pavlov's work on classical conditioning in the late 19th century. Thorndike's connectionism and the Law of Effect followed shortly after. Neobehaviorism, represented by figures like Clark Hull, emerged in the mid-20th century to add formal variables. Finally, cognitive approaches by Tolman and Bandura became prominent, emphasizing internal mental processes and social observation.

92. (B) The relationship between physical stimuli and triggered neural processes.
The physiological approach to perception investigates the biological mechanisms that translate physical energy into meaningful experiences. It focuses on the activity of sensory receptors, neural pathways, and specialized areas of the brain, such as the visual cortex. By studying how neurons fire in response to specific features like color or movement, researchers aim to map the physical architecture of the perceptual system.

93. (C) Learning and memory
Long-term potentiation (LTP) is a neurophysiological process characterized by the long-lasting strengthening of synaptic connections between neurons following high-frequency stimulation. This phenomenon is widely considered the primary biological mechanism for learning and memory storage. Much of the research on LTP has focused on the hippocampus, a region critical for forming new declarative memories and spatial navigation within the human brain.

94. (C) I, II, and III only
Instrumental learning, also widely known as operant conditioning, is a form of learning where behavior is modified by its consequences. In this paradigm, the learner's responses are considered voluntary and goal-directed. Learning occurs when a behavior is followed by a reward or punishment. Ivan Pavlov is associated with classical conditioning, while instrumental learning was pioneered by Thorndike and later developed by Skinner.

95. (C) The active manipulation and processing of information.
Working memory is a more modern and dynamic concept than the traditional view of short-term memory. While short-term memory was often seen as a passive storage site, working memory emphasizes the active manipulation and processing of data to perform complex cognitive

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such as iconic memory for visual information and echoic memory for auditory input. Echoic memory lasts slightly longer than iconic memory. Finally, information that is not quickly moved to short-term memory through attention will rapidly decay and be lost from the system, as it is a transient stage.

79. (B) Misapplied size constancy and depth cues.
The Ponzo illusion is a visual distortion where two horizontal lines of equal length appear different because they are placed over converging vertical lines. The brain interprets the converging lines as linear perspective, a depth cue. Because the retinal images of both lines are the same size, the brain misapplies the principle of size constancy, concluding that the distant line must be larger.

80. (C) Incentive Motivation
In Clark Hull's mathematical model of behavior, K represents incentive motivation. This variable accounts for the influence of the reward's quality and quantity on the organism's reaction potential. While habit strength and drive provide the foundation, the perceived value of the goal—the incentive—can significantly increase or decrease the likelihood of a response. Hull's formula demonstrates how internal states and rewards interact.

81. (B) Negative Reinforcement
Negative reinforcement is a learning paradigm where the probability of a behavior increases because it results in the removal or avoidance of an aversive stimulus. For example, putting on a seatbelt to stop a persistent buzzing sound is a behavior shaped by negative reinforcement. It is often confused with punishment, but the two are opposites; reinforcement always aims to increase a behavioral response.

82. (A) The consolidation of new declarative memories.
The hippocampus is a brain structure that is essential for the consolidation of new declarative memories. This process involves transforming fragile, short-term information into stable, long-term representations stored in the neocortex. While the hippocampus is not the final storage site, its role is critical for the initial formation of new facts. Damage to this area typically results in severe anterograde amnesia.

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83. (C) Psychoanalysis for uncovering unconscious conflicts.
Behavior modification is based on the principles of learning theory, focusing on observable behaviors and environmental consequences. Techniques like token economies and systematic desensitization directly apply these principles. Psychoanalysis, however, is a different therapeutic approach that focuses on uncovering unconscious conflicts and early childhood experiences. Because it prioritizes internal mental states over learned behaviors, it is not an application of behavior modification.

84. (C) Long-Term Memory
Long-term memory is organized into several distinct systems based on the nature of the information being stored. The primary division is between declarative memory, which includes consciously accessible facts and events, and procedural memory, which covers unconscious skills and habits. This structural distinction highlights that different types of knowledge are acquired, maintained, and retrieved through separate neural pathways and cognitive brain processes.

85. (D) Processing two or more sources of information or tasks at once.
Divided attention is the ability to process multiple sources of information or perform more than one task simultaneously. This type of attention is often tested in dual-task paradigms where a person must manage competing demands, such as driving while talking. The effectiveness depends on the complexity of the tasks and practice. It highlights the limits of human cognitive resources allocated.

86. (A) Both Statement I and Statement II are true.
These two statements correctly identify complementary processes in classical conditioning. Statement I defines stimulus generalization, which is the tendency for a subject to respond to cues similar to the original conditioned stimulus. Statement II describes stimulus discrimination, the process of learning to respond only to the specific stimulus that predicts the outcome. Together, these mechanisms allow organisms to respond adaptively to their environment.

storage allows for a smooth and continuous visual experience, even when stimuli move quickly.

105. (B) Knowledge, expectations, and context on our perception.
Top-down processing is a cognitive-driven aspect of perception where our brains use existing knowledge, expectations, and context to interpret sensory information. This process allows us to make sense of ambiguous or incomplete stimuli by filling in details based on what we already know. Unlike bottom-up processing, top-down processing highlights how our mental models and past experiences actively shape our daily perception.

106. (A) SD (Discriminative Stimulus)
In a discrimination learning task, the discriminative stimulus (SD) is a cue that indicates that a specific response will be reinforced. It essentially sets the occasion for the behavior, letting the organism know that reinforcement is currently in effect. Conversely, the S-delta signals that reinforcement is not available. Through this process, organisms learn to fine-tune their behaviors to respond only when appropriate.

107. (A) Forgetting occurs due to the learning of new, competing responses.
Edwin Guthrie's theory of learning suggests that forgetting is not a passive decay process but an active one. He argued that we only forget a previously learned stimulus-response association because we have learned a new, competing response to the same stimulus. This view is consistent with his principle of contiguity, where the most recently learned association is the one that will occur.

108. (A) Encoding, Storage, Retrieval
The information processing model identifies three essential stages of memory. Encoding is the process of translating sensory input into a usable neural code. Storage is the phase where this information is maintained over time. Retrieval is the final process of accessing the stored information when it is needed. These three processes work together to ensure that experiences are recorded, preserved, and utilized.

109. (B) A rat learns a maze without reward, but it shows the behavior later.
Latent learning is a type of learning that occurs without any immediate reinforcement or visible change in behavior. Edward Tolman demonstrated this with rats that explored a maze without food rewards. Although they didn't seem to be learning, they were actually forming a cognitive map. Once a reward was introduced, the rats navigated the maze as quickly as those rewarded all along.

110. (C) Fixed-ratio
A fixed-ratio schedule of reinforcement provides a reward after a specific and unchanging number of responses have been made. In the example of a worker being paid for every ten widgets, the reinforcement is directly tied to the amount of work completed. This schedule typically produces high and steady rates of behavior, as the individual is motivated to complete tasks quickly for payment.

111. (B) Transduction
Transduction is the biological process by which sensory receptors convert physical energy from the environment into electrical neural signals. This transformation is the first step in the perceptual process, allowing the brain to interpret stimuli like light and sound. Each sensory system has specialized receptors for this task, such as rods and cones. Without transduction, the nervous system would be unable to process stimuli.

112. (D) Working Memory
Long-term memory is generally divided into several systems, including episodic memory for personal events, semantic memory for factual knowledge, and procedural memory for skills. These systems are designed for the permanent storage of information. Working memory, on the other hand, is a temporary system used for the active manipulation of information currently in use. Therefore, it is distinct from long-term storage categories.

113. (B) A set of principles explaining how various stimuli are grouped together.
In Gestalt psychology, the laws of organization refer to a set of principles that describe how the human brain naturally groups individual sensory elements into meaningful wholes.

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These principles include proximity, similarity, continuity, and closure. They explain our tendency to see patterns and structures in the environment. These laws are considered innate and universal, reflecting the brain's fundamental drive for sensory coherence.

114. (C) Ecological
The information processing approach views perception as an indirect process involving multiple stages of mental computation. This is frequently contrasted with the ecological perspective proposed by J.J. Gibson. The ecological view argues that perception is direct and that the environment provides all necessary information through affordances. While the information processing model focuses on internal representations, the ecological approach emphasizes structured information in the world.

115. (B) Learns a response to terminate an ongoing aversive stimulus.
Escape learning is a paradigm within instrumental conditioning where an organism learns a specific behavior to stop an unpleasant stimulus that is already occurring. For example, a rat might learn to press a lever to turn off a shock. This is distinct from avoidance learning, where the response prevents the stimulus from starting. Both are forms of negative reinforcement that strengthen the behavior.

116. (B) Identify a camouflaged animal in a complex photograph.
A competency-based task in perception involves the actual application of perceptual skills to solve a problem rather than just recalling information. Identifying a camouflaged animal requires the subject to actively use principles of figure-ground segregation and pattern recognition to distinguish an object from its background. This measures the individual's ability to process complex visual information in a real-world context, reflecting perceptual system efficiency.

117. (C) It shows that original learning was not lost during the extinction phase.
Spontaneous recovery is a significant phenomenon in conditioning because it reveals that the extinction of a response is not the same as forgetting. When a previously extinguished conditioned response suddenly reappears after a period of rest, it indicates that the original association is still stored in the brain but was temporarily inhibited. This suggests that learned responses are durable and storage remains intact.

118. (C) It is a passive storehouse for information waiting to be moved to LTM.
The concept of working memory is fundamentally different from the older view of a passive short-term memory store. Working memory is an active system designed for both temporary storage and the dynamic manipulation of information. It consists of multiple components that work together to manage focus and process data. Describing it as a passive storehouse is incorrect because it serves as the workspace.

119. (B) The predictive nature of the conditioned stimulus (CS).
A central issue in modern research on classical conditioning is the predictive value of the conditioned stimulus. Instead of just a mechanical pairing of stimuli, researchers focus on how the CS provides information to the organism about the upcoming unconditioned stimulus. This contingency view suggests that learning occurs because the CS reliably predicts the outcome. This highlights the cognitive aspects of tracking statistical relationships.

120. (C) I, II, and III only
Clark Hull's theory of learning is a stimulus-response framework that incorporates several key principles. It emphasizes drive reduction as the primary motivation for behavior and states that habit strength grows as a result of reinforced trials. However, Hull did not ignore intervening variables; his theory is famous for introducing specific internal factors, like drive and inhibition, to explain the link between stimuli.

121. (B) Ensuring no interference occurs during the interval is difficult.
Decay theory is difficult to test scientifically because researchers cannot easily isolate the effect of time from other factors. To prove that a memory trace has faded simply due to the passage of time, one would need to ensure that no new learning or interference takes place. Since people are constantly processing information, it is nearly impossible to prevent competing memories.

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122. (A) III, II, I
The Atkinson-Shiffrin model, also known as the multi-store model, describes the flow of information through three distinct stages. Sensory memory is the first stage, capturing raw data for a very brief period. If the information is attended to, it moves into short-term memory, where it is held with limited capacity. Through rehearsal, information can then be transferred into long-term memory permanently.

123. (C) Size constancy
The Ames Room is a famous optical illusion that manipulates size constancy through a clever distortion of perspective. The room is actually trapezoidal, but when viewed through a peephole, it appears rectangular. Because the brain assumes the room is a normal shape, it misinterprets the distance of people standing in corners. This leads to the striking perception of one person growing or shrinking.

124. (C) Generalized conditioned reinforcers
In a token economy, tokens are neutral items that acquire value because they can be exchanged for various backup reinforcers, such as food or privileges. Because they can be used to obtain many different types of rewards, they are known as generalized conditioned reinforcers. This makes them highly effective in behavior modification programs, as they remain reinforcing even when drive for one specific reward.

125. (A) The levels-of-processing theory
The levels-of-processing theory suggests that the durability of a memory depends on the depth of the initial processing. Shallow processing, which focuses on physical or structural features, leads to weak memory traces. In contrast, deep processing involves semantic analysis and meaningful association with existing knowledge, resulting in much better long-term retention. This theory shifted the focus from storage structure to cognitive processing.

126. (A) P-3, Q-4, R-1, S-2
Understanding major contributors to psychology involves matching theorists with landmark concepts.
P. J.J. Gibson is the proponent of the ecological perspective on perception.
Q. Hermann Ebbinghaus pioneered the study of memory and the forgetting curve.
R. Clark Hull developed drive-reduction theory.
S. Edwin Guthrie is known for his contiguity theory, which emphasizes stimulus-response association.

127. (B) The detection process is deterministic, not probabilistic.
Signal detection theory is built on the assumption that detection is a probabilistic process rather than a deterministic one. It recognizes that there is always background noise in the nervous system, making every sensory event somewhat uncertain. The theory focuses on how observers set a decision criterion to manage this uncertainty. Therefore, stating that the process is deterministic is incorrect within this framework.

128. (B) New memories interfere with the retrieval of old memories.
Retroactive interference is a memory phenomenon where new information hinders the ability to recall previously learned material. This often happens when the old and new information are similar, leading to confusion in retrieval. For example, if you learn a second language, you might find it difficult to remember vocabulary from your first. This demonstrates that memory is a dynamic and flexible system.

129. (A) Behaviors followed by satisfying consequences are more likely to be repeated.
Thorndike's Law of Effect is a foundational principle of instrumental learning. It posits that the consequences of a behavior determine the strength of the association between the stimulus and the response. When a behavior leads to a satisfying state, the connection is strengthened, making the behavior more likely to recur. Conversely, unpleasant consequences weaken the bond. This law paved the way for reinforcement.

130. (A) Both Statement I and Statement II are true.
These statements accurately describe the fundamental nature of memory encoding. Statement I correctly identifies encoding as the process of transforming raw sensory data into a memory code that the brain can store. Statement II highlights the distinction between automatic encoding, which happens without conscious effort, and effortful encoding, which requires

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focused attention and practice. Together, they reflect the initial phase of memory.

131. (A) Carpentered-world influences on susceptibility to the Müller-Lyer illusion.
The role of learning in perception is demonstrated by how experience and environment shape our visual interpretations. The carpentered-world hypothesis suggests that people raised in urban environments with many right angles learn to interpret geometric cues in a specific way. This learned habit makes them more susceptible to illusions like the Müller-Lyer compared to people from cultures with more rounded structures.

132. (D) Conditioned Stimulus (CS)
In classical conditioning, a neutral stimulus initially does not trigger any specific response. However, through repeated pairings with an unconditioned stimulus that naturally elicits a reflexive response, the neutral stimulus becomes a conditioned stimulus. Eventually, the conditioned stimulus alone is enough to trigger a similar response, known as the conditioned response. This process illustrates how organisms learn to associate environmental cues effectively.

133. (C) The phonological loop
The phonological loop is a component of Alan Baddeley's working memory model specifically dedicated to speech-based information. It consists of two parts: a short-term store that holds sounds and an articulatory rehearsal process that acts as an inner voice to keep information active. This system is crucial for tasks like following spoken instructions, learning new vocabulary, or remembering a phone number temporarily.

134. (A) Both A and R are true and R is the correct explanation of A.
The hippocampus is essential for the process of memory consolidation, which is the transfer of information from temporary short-term storage to permanent long-term declarative memory. When this structure is damaged, individuals often suffer from severe anterograde amnesia, meaning they cannot form any new memories of facts or events. Both the assertion and the reason are correct, as it serves as a bridge.

135. (B) Cognitive
Edward Tolman's work represented a major shift from behaviorism toward a cognitive approach to learning. By demonstrating that rats formed cognitive maps—internal mental representations of their environment—he showed that learning involves more than just mechanical stimulus-response bonds. His findings supported the idea that learning occurs through the acquisition of knowledge rather than just observable behavioral changes. This laid the foundation for modern psychology.

136. (C) Shape constancy
Shape constancy is a perceptual mechanism that allows us to see objects as having a stable and unchanging form, even when we view them from different angles. Although the actual image of an object projected onto the retina changes shape as we move, the brain uses contextual cues and prior knowledge to maintain a consistent perception. This ensures that we recognize a door.

137. (C) A boy learns to use a tool by watching his father build a structure.
Observational learning, also known as modeling, occurs when an individual acquires new behaviors or information by watching others. The example of a boy learning to use a tool by observing his father is a classic illustration of this process. Unlike trial-and-error, observational learning allows for the rapid acquisition of complex skills without direct reinforcement. This social form of learning is essential.

138. (C) explicit; implicit
Declarative and procedural memory are the two main types of long-term memory, distinguished by how they are expressed. Declarative memory is explicit, meaning it involves information that can be consciously recalled and verbalized, such as facts. Procedural memory is implicit, involving skills and habits that are performed automatically without conscious thought, such as riding a bike. This reflects the different neural systems.

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139. (B) I, III, and V only
Gestalt psychology introduced several principles of perceptual organization to explain how we group individual stimuli. Proximity, closure, and similarity are all core Gestalt principles that describe the brain's tendency to create order and

wholes. Figure-ground is also a Gestalt principle. The Law of Effect is a learning principle from Thorndike and is not part of the Gestalt framework for perception.

140. (B) Preattentive processing
The pop-out effect is an example of preattentive processing, which occurs rapidly and automatically across the entire visual field. This type of processing happens before we focus our conscious attention on a specific object. When a stimulus has a unique feature, like a different color, it stands out from the surrounding distractors without a serial search. This allows the brain to quickly identify items.

141. (C) Paired-associate learning and serial recall
Research in verbal learning often utilizes standardized experimental paradigms to study how humans acquire symbolic information. Paired-associate learning involves couples of words where one acts as a cue, while serial recall requires remembering a list in original order. These tasks allow researchers to systematically investigate the effects of word frequency, similarity, and rehearsal on memory performance, providing insights into human memory systems.

142. (C) Which specific neurons in the visual cortex respond to horizontal lines?
A physiological approach to perception is primarily concerned with the biological mechanisms that underlie sensory experience. This perspective focuses on the nervous system's physical structures, such as sensory receptors and specialized neurons. Investigating which cells in the visual cortex respond to specific stimulus features, like horizontal lines, is a quintessential question. Mapping these neural responses helps scientists understand how brain architecture constructs reality.

143. (D) Variable-ratio
Among the various schedules of reinforcement, the variable-ratio schedule is known for producing the highest and most consistent rates of response. Because the reward is delivered after an unpredictable number of actions, the subject is motivated to keep performing at a high speed. This schedule is also extremely resistant to extinction, as the learner expects that the reward could follow any behavioral response.

144. (B) Retrieval cues
Forgetting due to retrieval failure occurs when information is stored in long-term memory but cannot be easily accessed. Providing retrieval cues—hints or stimuli related to the target memory—can help overcome this problem by providing a mental bridge. These cues work by activating the neural pathways associated with the original memory, making it easier for the brain to recover the stored data.

145. (B) Motivation
Motivation plays a powerful role in perception by biasing what we see based on our current internal needs or goals. When an individual is hungry, their brain becomes more sensitive to food-related stimuli, causing them to interpret ambiguous pictures in a way that reflects their hunger. This highlights that perception is not neutral but is actively shaped by our biological drives and desires.

146. (C) Deutsch & Deutsch's Late Selection Model
Deutsch and Deutsch's late selection model of attention proposes that all incoming stimuli are processed for their meaning before any filtering occurs. According to this view, the bottleneck in processing is located late in the sequence, just before the information enters conscious awareness. This model suggests that we semantically analyze unattended information, and only relevant messages are selected for further consideration.

147. (A) III, II, I, IV
A typical classical conditioning experiment follows a specific chronological sequence. First, an unconditioned stimulus is presented to elicit a natural, reflexive response. Next, a neutral stimulus is repeatedly paired with that unconditioned stimulus. After acquisition, the neutral stimulus—now the conditioned stimulus—elicits the response on its own. Finally, extinction trials may be conducted where the conditioned stimulus is presented alone to weaken association.

148. (A) Endel Tulving
Endel Tulving was the first psychologist to propose the distinction between episodic and semantic memory within the category of long-term declarative memory. He argued that these

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two systems store different types of information and operate according to unique principles. Episodic memory handles personal experiences, while semantic memory manages general facts. This distinction has become a cornerstone of modern research, influencing how scientists understand memory.

149. (B) Instrumental learning
Shaping is a fundamental technique in instrumental learning, also known as operant conditioning. It involves the systematic reinforcement of successive approximations of a desired behavior. By rewarding small, manageable steps that lead toward a final goal, trainers can teach complex actions that the subject might not have performed alone. This method is widely used in animal training and therapy to build new skills.

150. (C) Decay theory
Decay theory is often summarized by the phrase "use it or lose it," as it suggests that memories naturally weaken over time if they are not periodically accessed. According to this theory, every memory creates a physical trace in the brain that requires maintenance through rehearsal. If neglected, the trace gradually deteriorates until information is lost. This view emphasizes practice and repetition for memory.

151. (C) P-4, Q-1, R-2, S-3
Learning principles can be illustrated through various experimental and real-world scenarios.
P. A dog salivating to a bell is classical conditioning.
Q. A rat pressing a lever for food is instrumental learning.
R. A child imitating a parent is observational learning.
S. A rat learning a maze without immediate reward demonstrates latent learning, where knowledge is acquired.

152. (A) Transposition, a Gestalt principle
Transposition is a Gestalt principle describing how we perceive relationships between elements rather than just the individual elements themselves. When a melody is played in a different key, the specific notes change, but the relationships between the notes remain constant. Because the brain organizes sounds based on their relative structure, we still recognize the tune. This supports the idea of whole configuration.

153. (B) Context-dependent memory
Context-dependent memory refers to the phenomenon where information is more easily recalled when the individual is in the same physical setting where the learning originally occurred. In the example of the library and the exam room, the quiet library served as the original context. Because the noisy environment is different, the student lacks the environmental cues that would normally trigger the memory.

154. (C) Episodic and semantic
Declarative memory is the part of long-term storage that holds information that can be consciously recalled and verbalized. It is composed of two primary systems: episodic memory and semantic memory. Episodic memory handles personal life events tied to specific times. Semantic memory stores general knowledge and facts that are not personal. Together, these systems allow us to remember our past and world.

155. (C) Convergence
Monocular cues for depth perception are those that can be detected using only one eye. Principles like interposition, texture gradient, and linear perspective all provide depth information based on visual patterns. Convergence, however, is a binocular cue. It involves the physical sensation of the eyes turning inward to focus on a nearby object. This signal from eye muscles requires both eyes.

156. (C) Stimuli and responses
The core of Thorndike's theory of connectionism is the idea that learning involves the formation of neural bonds between specific stimuli and responses. He believed that through trial and error, successful responses become linked to the situation, while unsuccessful ones are weakened. This approach focused on the mechanical nature of learning, arguing that these associations are the building blocks of behavior.

157. (A) Both Statement I and Statement II are true.
These statements provide accurate definitions for two distinct forms of attention studied in cognitive psychology. Statement I correctly identifies sustained attention as the ability to

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maintain focus on a single stimulus over an extended period. Statement II accurately defines divided attention as the capacity to manage multiple tasks or demands simultaneously. Both processes are essential for daily functioning in modern life.

158. (C) The processes involved in learning and remembering lists of words or syllables.
Verbal learning is a subfield of psychology that investigates how humans acquire and retain symbolic information. Researchers focus on the mechanisms involved in memorizing lists of words or nonsense syllables. By studying tasks like serial recall and paired-associate learning, they aim to understand how factors like organization influence the efficiency of encoding and retrieval, providing a detailed map of human verbal memory.

159. (A) I, II, III and V only
Forgetting is explained by several key psychological theories. Decay focuses on the fading of memory traces. Interference emphasizes the competition between memories. Retrieval failure suggests that memories are present but temporarily inaccessible. Motivated forgetting highlights the role of emotional defense. Consolidation is actually a process of memory formation rather than a theory of forgetting, which is why it is excluded here.

160. (D) Whether learning is based on contiguity or contingency.
A major theoretical issue in learning research is whether associations are formed because two events occur together in time, known as contiguity, or because one predicts the other, known as contingency. This debate is central to understanding conditioning. While early theories focused on temporal pairing, modern approaches emphasize informational value, highlighting the role of cognitive processes in determining how organisms learn.

161. (C) The information directly available in the environment and its "affordances".
J.J. Gibson's ecological perspective on perception argues that we perceive the world directly without the need for complex mental construction. According to this view, the environment is rich with structured information that our sensory systems pick up. A key concept is affordances, referring to action possibilities offered by objects. This perspective emphasizes that perception is functional and interaction with surroundings.

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162. (A) Both A and R are true and R is the correct explanation of A.
Semantic memory, which stores general facts, is often more resistant to forgetting than episodic memory. This is because semantic information is typically rehearsed more frequently and integrated into a stable knowledge structure. Episodic memories are tied to specific, unique contexts. Because these personal experiences are more fragile and can easily be confused with other similar events, they are more susceptible.

163. (A) That move in the same direction are grouped together.
The law of common fate is a Gestalt principle that describes our tendency to group together objects that move in a similar direction or at a similar speed. When we see a flock of birds moving together, we perceive them as a unified unit rather than separate individuals. This principle helps the brain organize dynamic scenes, allowing us to identify patterns efficiently.

164. (B) Working memory emphasizes active processing and manipulation of information.
While short-term memory and working memory both involve temporary holding of information, they differ in focus. Short-term memory is viewed as a passive storage site for a small amount of data. Working memory is an active and complex system designed for simultaneous storage and manipulation of information. It acts as a mental workspace that coordinates attention and processes different types of inputs.

165. (B) Long-term potentiation (LTP)
A significant trend in modern learning research is the exploration of the biological basis of memory, focusing on long-term potentiation. LTP is a persistent strengthening of synapses based on recent patterns of activity, which produces a long-lasting increase in signal transmission. This neurophysiological process is widely believed to be the cellular mechanism that underlies learning and memory storage in the brain.

235. (C) P-3, Q-4, R-1, S-2
Memory can be understood as a series of stages, each with its own unique characteristics.
P. Sensory memory is a brief, high-capacity buffer for raw stimuli.
Q. Short-term memory is a limited-capacity store for information currently in use.
R. Declarative long-term memory handles conscious facts.
S. Procedural long-term memory manages unconscious skills, allowing for the wide range of human learning capabilities.

236. (D) Spontaneous Recovery
Instrumental learning is defined by several key paradigms that describe how consequences influence behavior, such as reinforcement and punishment. While spontaneous recovery—the reappearance of an extinguished response—is a real phenomenon that occurs, it is not considered one of the primary procedures used to shape behavior. Instead, it is a naturally occurring effect that provides insight into the durability of associations.

237. (C) Selective attention
The cocktail party effect is a classic example of selective attention, which is the ability to focus on one specific stimulus while effectively filtering out other competing stimuli. In a noisy room, a person can zero in on a single conversation by using auditory cues. This highlights the brain's incredible capacity to prioritize important information for processing while preventing the conscious mind from being overwhelmed.

238. (B) Encoding, Storage, Retrieval
In the information-processing approach, memory is viewed as a system that handles data through three fundamental processes. Encoding is the phase of transforming sensory input into a mental code. Storage is the process of maintaining that code over time. Retrieval is the final phase of recovering information when needed. These three processes work in sequence, forming the core architecture of human knowledge.

239. (B) I, II, and III only
Signal detection theory is a versatile framework used to analyze decision-making under uncertainty. It is unique for its ability to separate sensory sensitivity from decision bias. It also assumes that noise is a constant presence. Because it focuses on decision processes, it can be applied to diverse fields like medical diagnosis. Statement IV is incorrect because the theory move away from absolute thresholds.

240. (D) Interference
The idea that forgetting occurs because old information is physically pushed out or blocked by new information is a core concept of interference theory. In this view, memory is not necessarily lost due to decay but becomes inaccessible because different pieces of information compete during storage. This is particularly common in systems with limited capacity, such as short-term memory, where data is displaced.

241. (C) Thorndike - Connectionism
Edward Thorndike is the psychologist most associated with the theory of connectionism. He proposed that learning consists of the formation of bonds between specific stimuli and responses, which are strengthened by their consequences. The other pairings are incorrect: Hull is known for drive-reduction rather than cognitive maps, Guthrie is known for contiguity, and Tolman is the pioneer of cognitive maps in research.

242. (C) Visuospatial sketchpad
The visuospatial sketchpad is a specialized component of Alan Baddeley's working memory model. Its primary function is to temporarily store and manipulate visual images and spatial information. This system allows us to see things in our mind's eye, such as picturing a route. By managing these non-verbal inputs, it provides the essential cognitive support needed for spatial reasoning and navigation.

243. (A) Gestalt focuses on organizational principles, while physiological focuses on neural mechanisms.
The Gestalt and physiological approaches provide two different levels of explanation for perception. The Gestalt approach focuses on high-level organizational principles, like figure-ground, that describe how the brain creates meaningful wholes. The physiological approach looks at low-level biological mechanisms, such as the firing of specific neurons. Together, these two perspectives help us understand both perceptual experience and physical brain activity.

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175. (B) P-3, Q-4, R-1, S-2
Different types of long-term memory are associated with specific regions of the human brain.
P. Episodic memory relies on the hippocampus and neocortex.
Q. Semantic memory is linked to the temporal cortex.
R. Procedural memory involves the cerebellum and basal ganglia.
S. Emotional memory, specifically fear conditioning, is managed by the amygdala. This specialization allows for diverse ways information is stored.

176. (B) A radiologist scanning a series of X-rays for a tiny, abnormal shadow.
Sustained attention, also known as vigilance, involves maintaining focus on a specific task for a long duration to detect infrequent signals. A radiologist scanning X-rays must remain alert for long periods to identify subtle abnormalities. This task is cognitively demanding because it requires the individual to resist distractions and fatigue while maintaining a high level of perceptual accuracy over time.

177. (A) top-down; bottom-up
The Gestalt approach and feature analysis represent two ways of understanding perception. Gestalt psychology is a top-down approach, emphasizing that the brain uses global organizational principles to interpret stimuli as wholes. Feature analysis is a bottom-up process that begins with detection of individual sensory components, like lines, which are then built up. Both processes work together to help humans organize environments.

178. (C) A is true but R is false.
Interference theory correctly identifies that forgetting is often caused by the competition between different memories. However, the explanation of proactive interference in the reason is incorrect. Proactive interference actually occurs when older information hinders the recall of newer material. Retroactive interference is the process where new learning disrupts old material. Therefore, while the general assertion is true, the reasoning is inaccurate.

179. (A) Switching the roles of the SD and SΔ.
In a discrimination learning paradigm, a reversal involves a specific change in the reinforcement rules. The stimulus that previously signaled the availability of reinforcement now signals its absence, and vice versa. This task tests an organism's behavioral flexibility and its ability to adjust to changing environmental contingencies. Mastering a reversal requires the learner to inhibit their previously learned response effectively.

180. (C) Short-term/working memory.
The recency effect is a component of the serial position curve where items at the end of a list are recalled better. This effect is widely attributed to the fact that these final items are still held in short-term or working memory at the time of recall. Because information has not yet faded, it can be easily retrieved, providing evidence for temporary storage systems.

181. (B) I, II, III, and IV only
Instrumental learning involves several key phenomena that describe how behaviors are acquired and modified. Acquisition, extinction, and spontaneous recovery are all fundamental processes. Punishment is also a core concept used to decrease behavior frequency. A conditioned emotional response is a phenomenon primarily associated with classical conditioning rather than voluntary, consequence-driven behaviors. Therefore, only the first four terms are correctly identified within this category.

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182. (B) A process of construction based on both sensory data and existing knowledge.
According to the information processing approach, perception is an active process of construction rather than a direct recording of reality. It involves combining bottom-up sensory data with top-down information from memory, such as expectations. By integrating these sources, the brain builds a coherent interpretation of the world. This view emphasizes that perception is a complex, multi-staged mental operation influenced by experience.

183. (B) Retrieval effectiveness depends on the cue matching the original encoding format.
The encoding specificity principle, proposed by Endel Tulving, states that memory is most effective when cues present during retrieval

match the information originally encoded. Successful recall depends on the relationship between encoding and retrieval contexts. This principle explains why certain environmental cues can suddenly trigger a memory, highlighting the importance of context in which information is first learned and later accessed.

184. (C) Movement
The phi phenomenon is a perceptual illusion where stationary objects are perceived to be in motion when shown in rapid succession. This effect is the foundational principle behind motion in films. Discovered by Max Wertheimer, it demonstrates that perception of movement is a product of brain organizational processes rather than a direct sensation of a moving object. It highlights the constructive nature.

185. (A) Retroactive interference
Retroactive interference occurs when newly acquired information hinders the ability to retrieve previously learned material. In the example provided, learning French vocabulary interferes with the memory of Spanish words studied before. This happens because the two sets of information are similar and compete for the same retrieval cues in the brain. This phenomenon demonstrates that new learning can actively disrupt the retention of knowledge.

186. (D) Maslow's Hierarchy of Needs
Learning theories like Thorndike's connectionism and Hull's drive-reduction theory focus on the mechanisms by which behaviors are acquired. Maslow's Hierarchy of Needs, however, is a theory of human motivation and personality. It describes the progression of needs from physiological to self-actualization. While motivation is important, Maslow's framework is not considered a fundamental theory of the learning process itself in psychological research.

187. (A) iconic memory; echoic memory
Iconic memory and echoic memory are the two primary types of sensory memory. Iconic memory is the visual sensory register that holds a brief snapshot of an image for a short period. Echoic memory is the auditory sensory register that maintains sound information for several seconds. These brief buffers allow the brain time to process incoming sensory data before it either fades.

188. (A) Both Statement I and Statement II are true.
These statements accurately describe two major theoretical frameworks in the study of perception. Statement I correctly identifies the physiological approach's focus on neural mechanisms and brain activity. Statement II accurately reflects the Gestalt approach's emphasis on organizational principles used to group stimuli into meaningful perceptions. Both perspectives are essential for a complete understanding of how humans experience and interpret the complex world.

189. (A) Identifying a particular stimulus pattern as belonging to a category of similar patterns.
Pattern recognition is a fundamental cognitive process in perception that involves identifying sensory stimuli as a recognizable object. It works by matching incoming information with stored mental representations of known categories. This ability allows us to recognize faces and read text even when the input is varied. It is an essential component of the transition from raw sensation to a meaningful perceptual experience.

190. (A) A signal is present, and the observer says it is absent.
In signal detection theory, a miss is a type of error that occurs when a physical signal is present in the environment but the observer fails to detect it and reports it absent. This can happen if the signal is very weak or if the observer has a conservative response criterion. Analyzing the rate of misses is crucial for understanding sensory sensitivity.

191. (A) III, II, I
The evolution of the working memory concept followed a logical theoretical path. First, researchers distinguished working memory as a dynamic system from the passive concept of short-term memory. Next, Baddeley and Hitch proposed their three-component model, including the central executive and slave systems. Finally, the episodic buffer was added to explain how information from different sources is integrated into a coherent whole.

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192. (C) Closure - We tend to complete figures that are incomplete.
The law of closure is a core Gestalt principle of perceptual organization. It describes our innate tendency to perceive fragmented or incomplete stimuli as whole objects. When visual information is missing, the brain automatically fills in the gaps based on previous knowledge. This process helps us make sense of the world by creating recognizable and coherent perceptions from incomplete sensory data received.

193. (C) The physical changes in the brain that underlie learning and memory.
The neurophysiology of learning is a field that investigates the biological foundations of how organisms acquire information. Researchers study the specific physical changes that occur in the nervous system, such as modifications in synaptic strength and the involvement of brain structures like the hippocampus. By identifying these neural mechanisms, scientists aim to explain how experiences are translated into lasting physical representations.

194. (B) Long-term memory is a single, unitary system.
Modern psychology views long-term memory as a complex and multi-faceted system rather than a single, unitary one. It is divided into several distinct subsystems, including declarative memory for facts and procedural memory for skills. Each system has its own neural pathways and organizational principles. Therefore, stating that long-term memory is a single system is incorrect, as it fails to account for diversity.

195. (A) I, III, and IV only
The standard information-processing model identifies three essential stages of memory. Sensory memory is the initial brief buffer for raw data. Short-term memory is the temporary store with limited capacity where information is actively held. Long-term memory is the permanent repository for vast amounts of information. While working memory and semantic memory are critical modern concepts, they were not the primary stages.

196. (B) The Law of Prägnanz
The Law of Prägnanz, also known as the law of good figure or the law of simplicity, is the central principle of Gestalt psychology. It states that individuals naturally organize their perceptions in the simplest and most symmetric way possible. This innate drive for order ensures that we perceive coherent structures in our environment. It is the fundamental rule governing all other laws.

197. (B) Any consequence that increases the probability of the response that it follows.
In the context of instrumental learning, reinforcement is defined by its functional effect on behavior. Any consequence, whether it involves addition of a pleasant stimulus or removal of an unpleasant one, is considered a reinforcer if it increases the likelihood the behavior will recur. This definition focuses on observable outcomes rather than internal feelings, providing a precise way to measure learning principles.

198. (A) P-3, Q-2, R-1, S-4
Key concepts in psychology are associated with specific theorists and theoretical approaches.
P. Figure and ground is a central concept of Gestalt psychology.
Q. Latent learning was introduced by Edward Tolman.
R. The Law of Effect was proposed by Edward Thorndike.
S. Signal detection theory provides a mathematical framework for analyzing performance and decision-making strategies in humans.

199. (D) A is false but R is true.
Subliminal perception is a real cognitive phenomenon where stimuli presented below the threshold of awareness can briefly influence thoughts or feelings. However, the assertion that these effects are large and long-lasting in laboratory settings is false. Scientific research shows that while subliminal cues can have measurable impacts, these effects are typically subtle. Therefore, the assertion overstates the magnitude of subliminal influence.

200. (C) encoding; storage
Memory is a process consisting of several distinct stages. Encoding is the initial phase where sensory information is converted into a neural code that the brain can use. Storage is the subsequent phase where this encoded information is maintained and preserved over time within the

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loss, making them less likely to repeat it in the future, thus effectively modifying their actions.

218. (B) Declarative memory
Factual information, such as names and historical dates, falls under the broad category of declarative memory. This type of memory is explicit, meaning it can be consciously recalled and verbalized. Declarative memory is further divided into semantic memory for general knowledge and episodic memory for personal experiences. Because this system allows us to retrieve objective information, it is essential for communication.

219. (C) Guthrie
The Law of Contiguity is the central principle in Edwin Guthrie's theory of learning. Guthrie argued that the simple temporal pairing of a stimulus and a response is the only requirement for learning to occur. He believed that when an action is performed in the presence of a stimulus, a full-strength association is formed immediately. This rejection of reinforcement makes his theory distinctive.

220. (B) Computer
The information processing approach to perception draws a powerful and influential analogy between the human mind and a computer. Just as a computer receives, encodes, and retrieves data, the mind is seen as a system that processes sensory input through a series of discrete mental stages. This metaphor allowed researchers to use computer science concepts to build theoretical models.

221. (D) Reinforcement
Albert Bandura identified four essential cognitive processes for observational learning: attention, retention, reproduction, and motivation. While reinforcement can influence the motivation to perform a learned behavior, it is not considered one of the four primary processes required for the learning itself to take place. Bandura's model highlights that we can acquire new knowledge simply by watching others, even without receiving direct rewards.

222. (A) Active and manipulative
The term "working memory" was introduced to move beyond the older, more passive concept of short-term memory. It emphasizes the active and manipulative nature of this system, which serves as the brain's mental workspace. In working memory, information is not just held temporarily but is actively processed and integrated with other data to support complex tasks like reasoning and problem-solving.

223. (A) The tendency to perceive familiar objects as having consistent color, even under changing illumination.
Color constancy is a perceptual phenomenon that allows us to see an object as having a stable color despite changes in lighting. For example, a red apple looks red whether viewed under sunlight or in dim light. The brain achieves this by comparing the object's color to the surrounding context. This constancy ensures that our visual world remains consistent and recognizable.

224. (B) Whether learning requires the organism to be aware of the contingency.
A major theoretical issue in classical conditioning is whether the process is purely mechanical or requires some level of awareness. This debate centers on whether the organism must perceive the statistical relationship between stimuli for learning to occur. Modern cognitive researchers have found evidence suggesting the brain tracks these predictive relationships, highlighting the role of informational value and awareness in the conditioning process.

225. (A) P-3, Q-4, R-1, S-2
Different models of attention provide unique explanations for how the brain selects information.
P. Broadbent's model uses an early selection bottleneck.
Q. Treisman's model features an attenuator or leaky filter.
R. Deutsch and Deutsch propose a late selection filter after semantic analysis.
S. Kahneman's model views attention as a limited pool of mental energy allocated strategically to various task demands.

226. (C) I, II, III, and IV only
Several variables influence how effectively reinforcement shapes behavior in instrumental learning. Magnitude and delay of the reward are critical, as larger and more immediate rewards

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P. Positive reinforcement adds a reward to increase behavior.
Q. Negative reinforcement removes an aversive stimulus to increase behavior.
R. Positive punishment adds an unpleasant stimulus to decrease behavior.
S. Negative punishment involves removing a desirable stimulus to decrease the frequency of a particular behavior.

210. (C) Working Memory
The Atkinson-Shiffrin model is a foundational theory that identifies three discrete stages of memory: sensory memory, short-term memory, and long-term memory. While working memory is a critical concept in modern cognitive psychology, it was not part of this original 1968 framework. Working memory was developed later by Baddeley and Hitch as a more dynamic alternative to the passive short-term memory store.

211. (B) I, II and III only
Cognitive psychology classifies attention into several key forms based on management. Selective attention involves focusing on one stimulus while ignoring others. Divided attention is the ability to handle multiple tasks at once. Sustained attention is the capacity to maintain focus over a long period. While subliminal and perceptual are terms used in psychology, they are not standard classifications of attention types.

212. (A) The perceived possibilities for action that an object or environment offers.
In J.J. Gibson's ecological perspective, affordances are the functional properties of the environment that are directly perceived by an organism. They represent action possibilities offered by objects, such as a surface affording walking. Gibson argued that these affordances are not interpreted but are picked up directly from structured information. This view emphasizes the close link between perception and interaction with the world.

213. (A) Both Statement I and Statement II are true.
These two statements correctly identify the fundamental differences between the two main types of conditioning. Statement I accurately describes instrumental learning, where behavior is voluntary and shaped by consequences. Statement II correctly defines classical conditioning, where the organism learns associations between environmental events that occur independently of its own behavior. Together, they provide a clear overview of the basic mechanisms of adaptation.

214. (B) Retrograde amnesia
Retrograde amnesia is a memory disorder where an individual is unable to recall events or information that occurred before the onset of a brain injury. While the person may still be able to form new memories, they lose access to their past, starting with the most recent memories. This condition highlights the distinction between processes of memory formation and maintenance of storage.

215. (C) A is true but R is false.
The Gestalt laws of organization, such as proximity and similarity, are fundamental principles that describe how we perceive structure in the environment. However, the reason provided is incorrect. Gestalt psychologists believed that these organizational laws are innate and universal features of the human brain rather than learned through cultural exposure. According to this view, the brain has an inherent drive for order.

216. (A) Whether reinforcement strengthens the S-R connection or provides information.
A major theoretical debate in instrumental learning concerns the exact role of reinforcement. Traditional behaviorists argued that reinforcement mechanically strengthens the bond between a stimulus and a response. In contrast, cognitive theorists argue that reinforcement provides information about consequences, allowing for expectations. This issue is fundamental to understanding whether learning is a simple associative process or a more complex cognitive operation involving goals.

217. (B) Negative punishment (omission training)
Negative punishment, also known as omission training, is a procedure in instrumental learning designed to decrease behavior. It works by removing a desirable or rewarding stimulus immediately after the unwanted behavior occurs. By removing the pleasant consequence, the subject learns to associate the behavior with a

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166. (B) The signal was absent.
In signal detection theory, a false alarm is a type of response error that occurs when an individual reports that a signal is present when it is actually absent from the environment. This often happens when the observer has a liberal response criterion or when background noise is high. Understanding the rate of false alarms is essential for assessing an individual's decision-making bias.

167. (B) Aversion therapy to treat alcoholism.
Aversion therapy is a clinical application of classical conditioning principles used to eliminate undesirable behaviors. It involves pairing a behavior with an unpleasant unconditioned stimulus. Through repeated pairings, the individual develops a conditioned aversion to the behavior itself. This demonstrates how the same associative mechanisms that drive natural learning can be strategically used in a therapeutic setting to help people break habits.

168. (A) The number of reinforced trials.
In Clark Hull's mathematical learning theory, sHr stands for habit strength, which represents the learned connection between a stimulus and a response. Hull proposed that habit strength is primarily a function of the number of times the association has been followed by reinforcement. Each reinforced trial stamps in the connection. This variable is a central component of his formula for predicting behavior.

169. (B) Subliminal perception
Subliminal perception occurs when an individual is influenced by sensory information that is presented below the threshold of conscious awareness. This means the stimulus is too faint or too brief to be consciously seen, but the brain still processes the data at an implicit level. While effects are small, research shows it can briefly influence thoughts and feelings without the person's knowledge.

170. (C) Retrieval refers to the active processing of information in short-term memory.
Memory involves three main processes: encoding, storage, and retrieval. Encoding is the initial step of creating a memory code, and storage is the maintenance over time. Retrieval is the final process of recovering the stored information into awareness. The statement in the question is incorrect because it confuses retrieval with working memory; retrieval is specifically about accessing information already stored.

171. (B) "A stimulus that is followed by a response will, on its next occurrence, tend to elicit that response."
This statement perfectly summarizes Edwin Guthrie's contiguity theory of learning. Guthrie argued that a single pairing of a stimulus and a response is sufficient to form a full-strength association. He rejected the need for reinforcement, focusing instead on simple temporal pairing. According to Guthrie, learning is an immediate process where the most recent response to a stimulus is the one repeated.

172. (A) perception; sensation
Sensation and perception are two distinct but related processes. Sensation is the biological process of detecting physical energy from the environment through our sensory organs. Perception is the cognitive process of organizing and interpreting those sensory signals to create a meaningful representation of the world. While sensation provides raw data, perception allows us to recognize objects and navigate our complex surroundings daily.

173. (C) I, II, and III only
Edward Thorndike was a pioneer in experimental learning research. He developed the Law of Effect, which describes how behavior is shaped by its consequences. His work with puzzle boxes laid the groundwork for the behaviorist movement. However, Thorndike was not a proponent of cognitive maps; that concept was developed later by Edward Tolman, who argued for internal mental representations.

174. (B) The integration of information from different subsystems and LTM into a coherent episode.
The episodic buffer is a fourth component added to Alan Baddeley's working memory model. It serves as a temporary storage system that can hold and integrate information from the phonological loop, the visuospatial sketchpad, and long-term memory. By combining these different sources into a coherent representation, it allows for the creation of integrated episodes that support complex activities like problem-solving.

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generally produce stronger learning. The schedule of reinforcement determines the pattern and persistence of the behavior. The organism's drive state also plays a major role. While a conditioned stimulus is important in classical conditioning, it is not primary.

227. (B) Field-independent
A field-independent perceptual style is characterized by the ability to perceive stimuli as separate from their environmental context. Individuals with this style are particularly good at isolating simple shapes from a complex or confusing background. This analytical approach to perception contrasts with a field-dependent style, where the individual is more influenced by the global characteristics. These differences are linked to broader cognitive traits.

228. (C) Psychoanalytic theory
The concept of repression as a form of motivated forgetting is a cornerstone of Sigmund Freud's psychoanalytic theory. Freud argued that the mind unconsciously pushes painful or traumatic memories out of awareness as a defense mechanism to protect from anxiety. These repressed memories are not truly lost but remain in the unconscious. This theory highlights the role of internal conflict and emotional needs.

229. (A) Both Statement I and Statement II are true.
These statements correctly identify a major modern trend in psychology: the study of the biological basis of learning. Statement I highlights the growing interest in neurophysiology to explain how organisms acquire information. Statement II provides an accurate example, noting the focus on synaptic changes and the identification of brain structures involved in memory storage. Together, they reflect the field's shift toward integration.

230. (A) People in non-carpentered worlds with few right angles are less susceptible to it.
The Müller-Lyer illusion is often used to demonstrate the influence of culture on perception. The carpentered-world hypothesis suggests that people living in urban environments become accustomed to interpreting geometric lines as corners. This learned habit causes them to misapply depth cues. People from cultures with few right angles and rounded structures are much less likely to see the lines as different.

231. (C) Hull's Neobehaviorism
Clark Hull's neobehaviorist theory is a formal and highly structured hypothetico-deductive system. It consists of a set of postulates and theorems designed to explain behavior through mathematical equations. A key feature is the inclusion of intervening variables—internal states like drive and habit strength that are used to bridge the gap between stimuli and observable responses. This approach aimed to make psychology rigorous.

232. (A) Both A and R are true and R is the correct explanation of A.
A variable-ratio schedule of reinforcement provides a reward after an unpredictable number of responses. This unpredictability creates a powerful motivation to keep responding at a high rate, as every action has the potential to be reinforced. Because the subject never knows when the next reward is coming, the behavior becomes resistant to extinction. Both statements correctly explain why this schedule is effective.

233. (B) The type of information being stored and how it is expressed.
The division of long-term memory into declarative and procedural categories is based on the nature of information. Declarative memory involves explicit knowledge—facts that we can consciously recall. Procedural memory involves implicit knowledge—skills that are expressed through physical performance without conscious thought. This distinction reflects different cognitive processes and neural systems used by the brain to handle these two different types.

234. (A) We tend to perceive the simplest possible organization of the perceptual field.
The Law of Prägnanz, also known as the law of simplicity, is the overarching principle of Gestalt psychology. It states that our brains have an innate tendency to organize sensory information into the simplest and most coherent form possible. By imposing symmetry and order, this principle ensures that our perceptions are stable and meaningful. It is the fundamental drive for cognitive efficiency.

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memory system. Together, these processes form the framework that allows humans to record experiences and build lasting knowledge.

201. (B) Examining the relationship between sensory stimuli and brain activity.
The physiological approach to studying perception is concerned with the biological foundations of sensory experience. This perspective focuses on the physical mechanisms of the nervous system, investigating how sensory receptors detect energy and how specialized brain areas process that information. By examining the patterns of neural activity that occur, researchers aim to map the physical architecture that allows us to see.

202. (A) It is unpleasant, anxiety-provoking, or traumatic.
Motivated forgetting is a psychological concept suggesting that individuals may unconsciously push certain memories out of awareness because they are painful. This process serves as a defensive function to protect the person from anxiety or trauma. Unlike other theories that focus on mechanical failure of memory storage, motivated forgetting emphasizes the role of emotions and psychological needs in determining what we remember.

203. (B) I, II, and III only
Edwin Guthrie's theory of learning is built on unique principles. It states that learning occurs in a single trial through contiguity. It also argues that reinforcement is not necessary for an association to form. Guthrie believed that forgetting is an active process caused by learning new responses that replace the old ones. However, drive reduction is a core concept of Clark Hull.

204. (C) Procedural memory
Memory can be classified based on the type of knowledge it holds. Declarative memory involves "knowing that"—recalling factual information and personal events that can be consciously verbalized. In contrast, procedural memory involves "knowing how"—the acquisition of skills and habits, such as riding a bike. While declarative memory is explicit, procedural memory is implicit, with the knowledge expressed solely through performance.

205. (B) Extinction
Extinction is the process in classical conditioning where a learned response gradually decreases and eventually disappears. This happens when the conditioned stimulus is repeatedly presented without the unconditioned stimulus. As the subject learns that the conditioned stimulus no longer predicts the arrival of the important outcome, the response weakens. This phenomenon demonstrates that learned associations are not permanent and can be modified.

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206. (B) Perceptual style
Perceptual style refers to an individual's consistent and stable way of perceiving and processing information from the environment. This concept highlights individual differences in how people organize sensory data, such as being field-dependent or field-independent. These styles are thought to be relatively permanent traits that influence how a person approaches problems and interprets complex visual scenes in their daily life.

207. (C) Both Drive and Habit Strength
According to Clark Hull's learning theory, behavior is the result of a complex interaction between Habit Strength and Drive. Habit strength represents the learned connection between a stimulus and a response, while drive provides the motivational energy needed to perform the action. Hull argued that both must be present at the same time. If either is at zero, behavior potential is zero.

208. (B) The items having received more rehearsal and being transferred to long-term memory.
The primacy effect is a component of the serial position curve where items at the beginning of a list are recalled better. This is explained by the fact that these early items receive more mental rehearsal. Because they are processed more deeply, they have a greater chance of being transferred into long-term memory. This allows for more effective retrieval during the recall phase.

209. (B) P-3, Q-4, R-2, S-1
Instrumental learning involves four main paradigms that describe the relationship between behavior and consequences.

244. (A) Both Statement I and Statement II are true.
These two statements correctly identify landmark findings that challenged traditional behaviorist views of learning. Statement I highlights Edward Tolman's work on latent learning, which proved knowledge acquisition without immediate reward. Statement II points to Albert Bandura's observational learning, which showed that individuals can learn behaviors by watching others. Together, they demonstrate the powerful role of cognitive processes in the learning cycle.

245. (C) Prior learning hinders new learning.
In verbal learning, negative transfer occurs when previously acquired knowledge or skills make it more difficult to learn something new. This typically happens when a new task requires a different response to a familiar stimulus, leading to confusion. For example, if you are used to driving on one side, learning to drive on the other involves negative transfer. Existing habits can act as a barrier.

246. (A) Both A and R are true and R is the correct explanation of A.
Perceptual constancy is a vital cognitive process that ensures our experience of the world remains stable even when sensory information is constantly changing. The example provided accurately illustrates size constancy: as a person approaches, the image on our retina grows larger, but our brain interprets this as them getting closer rather than growing. Both the assertion and the reason are correct.

247. (A) P-3, Q-1, R-4, S-2
Memory is a multi-step process that involves several distinct and essential operations.
P. Encoding transforms sensory input into a memory code.
Q. Storage maintains the information over time.
R. Retrieval is the process of recovering information from memory.
S. Forgetting is the inability to access that information. Together, these processes determine how we acquire, keep, and utilize information.

248. (B) Guthrie's theory
Edwin Guthrie's contiguity theory is famous for its one-trial learning principle. He argued that the association between a stimulus and a response is formed at its maximum strength the very first time they occur together. Unlike other theories that emphasize the gradual strengthening of bonds, Guthrie believed that a single pairing is all that is required. This one-shot perspective on learning is unique.

249. (B) I, II, IV and V only
The study of perception involves several major concepts and theoretical frameworks. Gestalt approaches, signal detection theory, subliminal perception, and perceptual styles are all central topics that examine how we detect and interpret sensory information. While latent learning is a significant concept in psychology, it is a theory of learning rather than a principle of perception. Therefore, only the other four terms are correctly identified.

250. (A) Long-term potentiation (LTP) in the hippocampus
The neurophysiological basis of learning is most clearly illustrated by the study of long-term potentiation. This biological process involves the long-lasting strengthening of synaptic connections between neurons following high-frequency activity. LTP is primarily studied in the hippocampus, a brain region essential for the formation of new declarative memories. By creating more efficient communication, LTP provides the cellular mechanism for enduring storage.

251. (B) The cocktail party effect
This phenomenon describes the ability to focus auditory attention on a single conversation while filtering out surrounding noise. It demonstrates how individuals can tune into specific stimuli in complex environments. Despite concentrating on one source, the mind remains capable of processing significant unattended information, such as hearing one's name, illustrating the flexibility of attentional filters during social interactions.

252. (A) The flexibility and placement of the attentional filter.
Theoretical developments in cognitive psychology highlight a shift from rigid, early-stage filters to more adaptable mechanisms. Early models proposed that filtering occurs based on physical characteristics before meaning is processed. Later

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occurred even though it was not initially visible to an external observer.

288. (B) Attention, retention, reproduction, and motivation.
Acquiring skills by watching others involves a specific sequence of cognitive stages. First, the individual must focus on the model's behavior and store that information in memory. Subsequently, they must have the physical ability to perform the action and the desire or incentive to do so. This process allows for vicarious learning, where direct personal experience is unnecessary.

289. (D) Latent learning
This concept refers to a mental representation of spatial layouts and environmental relationships. It is a key feature of theories that propose learning can happen through exploration without immediate rewards. Organisms use these internal representations to navigate and solve problems once an incentive is provided, demonstrating that they have processed and stored complex information about their surroundings during prior experiences.

290. (A) By investigating the biological underpinnings of cognitive learning processes.
Modern research into brain function supports cognitive theories by identifying the physical changes that occur when new information is processed. By studying synaptic plasticity and neural pathways, scientists can explain how mental phenomena like memory and imitation are rooted in biological hardware. This connection bridges the gap between psychological observations and the actual mechanical workings of the human nervous system.

291. (C) Encoding, Storage, and Retrieval
These three stages represent the functional path that information follows within the cognitive system. It must first be converted into a usable mental code, then maintained over a period of time, and finally accessed when needed. A failure at any of these points—whether initial processing, preservation, or recovery—will result in the inability to remember the specific information accurately.

292. (A) Active manipulation and maintenance of information.
While traditional views saw short-term storage as a passive holding area, this contemporary concept emphasizes its dynamic nature. It is viewed as a functional system used for complex cognitive tasks like reasoning and comprehension. It involves not just holding data briefly, but actively processing and organizing it to solve problems or prepare it for more permanent long-term storage.

293. (D) Episodic memory
This specific category of long-term storage is dedicated to personal experiences and autobiographical events. It allows individuals to "mentally time travel" back to a particular time and place. Unlike general knowledge about the world, these memories are tied to a specific context and are a crucial part of an individual's personal history and their sense of self.

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294. (B) Declarative memory involves conscious recall, while procedural memory is largely unconscious.
The primary distinction between these two systems is the level of awareness required during retrieval. One involves the explicit, intentional recovery of facts and events that can be stated in words. The other involves implicit, automatic knowledge of how to perform tasks and skills, which is demonstrated through action rather than through a conscious and formal verbal description.

295. (C) Encoding
This initial memory process is responsible for translating raw sensory input into a format that the brain can understand and store. It involves perceiving information and identifying its significant features so it can be integrated into existing knowledge structures. Successful processing at this stage is a prerequisite for any information to be maintained in the memory system for later use.

296. (D) Proactive interference
This phenomenon occurs when previously learned information disrupts the ability to remember newly acquired data. In this scenario, the well-established memory of an old number competes with the retrieval of the current one. The older and stronger memory trace effectively blocks the access to the more recent information,

responses to the complex psychological experiences of the conscious observer.

261. (D) More defined and closer than the ground.
In the segregation of a perceptual field, the central object of focus possesses distinct characteristics that separate it from its context. It typically appears to have a definite shape and substance, appearing to stand out in front of the surrounding area. This organization allows the mind to prioritize important stimuli against a continuous and much less structured background area.

262. (B) The Law of Proximity
This organizational principle dictates that elements situated near one another are naturally perceived as belonging to a single group. When physical distance between certain objects is smaller than the distance to others, the mind automatically clusters them together. In the case of specific dot patterns, horizontal closeness leads the observer to perceive horizontal rows rather than vertical columns.

263. (C) Describe how the mind groups sensory elements into meaningful wholes.
These innate tendencies function to transform chaotic sensory input into an ordered and coherent mental representation. By applying specific grouping rules, the perceptual system structures the environment into recognizable patterns and objects. This process ensures that individuals do not experience a disjointed array of sensations, but rather a unified and predictable world that can be navigated effectively every day.

264. (D) An automatic and innate tendency of the mind.
Structuring sensory information is not a deliberate or learned behavior, but a fundamental property of the human cognitive system. These processes occur unconsciously and instantly as soon as stimuli are received. The mind inherently uses specific principles to segregate figures and group elements, suggesting that these mechanisms are built-in features of how biological systems interpret incoming sensory data.

265. (A) Law of Closure
This principle describes the mental tendency to fill in gaps within a visual stimulus to perceive a complete, whole object. When presented with fragmented or incomplete information, the perceptual system automatically bridges the missing parts to form a coherent shape. This allows for the recognition of familiar forms even when the sensory input is partially obstructed or insufficient.

266. (B) Perceiving an object's shape as stable despite changes in viewing angle.
This phenomenon allows individuals to maintain a consistent mental image of an item's form, even when the image projected onto the retina changes due to orientation. For instance, a rectangular door is recognized as such regardless of whether it is closed or swinging open. This stability is crucial for object recognition in a dynamic and three-dimensional environmental context.

267. (B) The manipulation of cues that normally support perceptual constancy.
Errors in perception often occur when the usual indicators of depth, size, or lighting are distorted or presented in misleading contexts. The brain relies on these cues to maintain a stable world; when they are artificially altered, the underlying assumptions of the perceptual system are revealed. This results in a misinterpretation of the actual physical properties of the stimulus.

268. (A) Size constancy
This mechanism ensures that objects are perceived as having a fixed size regardless of their distance from the observer. Although the retinal image of an approaching vehicle expands rapidly, the brain accounts for the decreasing distance and interprets the change correctly. This prevents the false perception that the object itself is physically growing in size as it gets closer.

269. (C) Maintain a stable and unchanging perception of objects.
The essential role of these cognitive mechanisms is to provide a reliable and consistent experience of the environment. By compensating for variations in distance, angle, and illumination, the system ensures that physical objects do not appear to change their fundamental properties. This stability allows for effective interaction with the world despite constantly shifting and variable sensory data.

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270. (D) Color constancy
This property of the perceptual system allows for the consistent identification of surface colors across different spectral conditions. Even when the wavelength of light reflected off an object changes significantly—such as moving from sunlight to artificial indoor lighting—the brain adjusts its interpretation. Consequently, the object's perceived color remains stable, reflecting its actual physical characteristics rather than current illumination.

271. (C) An active construction and interpretation of stimuli.
Sensory interpretation is not a passive event but is heavily influenced by internal states and past experiences. Motivation directs attention toward goal-relevant stimuli, while learning creates expectations that shape how ambiguous data is processed. This active involvement means that individuals do not just receive data; they dynamically build their subjective reality based on what they need and know.

272. (B) The separation of sensory sensitivity from decision-making bias.
This theoretical framework distinguishes between an individual's actual physiological ability to detect a stimulus and the psychological criteria they use to decide if it is present. While sensitivity refers to the clarity of the signal relative to noise, the criterion reflects a bias toward responding "yes" or "no" under conditions of uncertainty and faint stimuli in the environment.

273. (D) A perceptual set created by recent learning/ experience.
Recent experiences can create specific expectancies that prime an individual to interpret ambiguous stimuli in a particular way. In this instance, the heightened state of fear and the cognitive availability of scary imagery influence the brain's top-down processing. As a result, a neutral stimulus like a shadow is misidentified as a threat, matching the individual's current mental framework.

274. (A) A 'signal' is always detected against a background of 'noise'.
This model assumes that any decision regarding the presence of a stimulus occurs in an environment where distracting information is present. This "noise" can be internal, such as neural fluctuations, or external. Because the signal and noise overlap, the observer must make a probabilistic decision, which explains why detection is never perfect and varies based on different factors.

275. (C) Quantify their discrimination ability and decision bias.
In professional settings where accuracy is critical, this mathematical model helps evaluate performance by measuring two distinct components. It assesses how well the professional can distinguish between healthy tissue and potential tumors (discrimination) and identifies whether they have a tendency to over-diagnose or under-diagnose (bias). This allows for a more precise understanding of individual diagnostic reliability.

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276. (A) Repeatedly pairing a neutral stimulus with an unconditioned stimulus.
This learning process involves a specific sequence where an originally indifferent stimulus is presented alongside one that already triggers a natural response. Through frequent associations, the once neutral stimulus acquires the power to evoke a similar reaction. This fundamental mechanism explains how organisms learn to anticipate significant events based on environmental cues that previously held no inherent meaning.

277. (D) The nature of the association being learned (S-S vs. R-C).
The core distinction between these two associative learning paradigms lies in what is being connected. One focuses on the relationship between two external stimuli, where one signals the other. The other focuses on the link between a voluntary behavior and its subsequent outcome. Essentially, the difference is between learning about environmental associations versus learning about the consequences of actions.

278. (B) Classical conditioning
This classic experiment illustrates how a biological response can be triggered by a previously neutral cue. By pairing the sound of a bell with the presentation of food, the sound eventually becomes a conditioned stimulus. The resulting salivation in response to the bell

alone demonstrates that the animal has formed a mental association between the two stimuli.

279. (C) Consequences
This paradigm, also known as operant conditioning, explores how the outcomes of a voluntary behavior determine its future frequency. If an action results in a positive or satisfying state of affairs, the behavior is strengthened. Conversely, if it leads to an unpleasant result, the behavior is weakened. The focus is entirely on how external effects shape voluntary actions.

280. (D) A student studying more frequently after receiving good grades.
This scenario demonstrates the principle of reinforcement where a voluntary behavior—studying—is followed by a rewarding consequence—high marks. Because the outcome is satisfying, the likelihood of the student repeating the behavior increases in the future. This illustrates the fundamental rule that behaviors are modified by their effects on the environment and the subsequent feedback received by the individual.

281. (A) Extinction
While several factors influence how effectively a behavior is strengthened, some terms refer to the disappearance of a behavior rather than its reinforcement. Factors like the size of the reward, the timing between action and result, and the consistency of the delivery are critical for learning. The term in question actually describes the process where a behavior decreases.

282. (B) Fixed-ratio
In this specific reinforcement schedule, a reward is provided only after a pre-determined and unchanging number of responses have been completed. Because the requirement is set at a constant number of items produced, the individual is encouraged to maintain a high and steady rate of work. This pattern typically produces high response rates because reinforcement depends directly on productivity.

283. (B) The application of conditioning principles to change behaviour.
This field focuses on using the established laws of learning to address practical issues and improve human functioning. By systematically managing the consequences of actions, practitioners can reduce undesirable behaviors and promote adaptive ones. It is widely used in settings such as education and therapy to create meaningful changes through the deliberate use of reinforcement and conditioning techniques.

284. (A) Variable-interval
This type of partial reinforcement occurs when the first response after an inconsistent and changing period of time is rewarded. Because the individual cannot predict exactly when the next reinforcement will be available, this schedule tends to produce a slow but very steady rate of responding. It is highly resistant to the cessation of the behavior over time.

285. (C) It would make the learning process less effective.
The timing between a voluntary action and its consequence is a critical variable in the learning process. Immediate reinforcement is generally much more powerful in establishing a strong association between a behavior and its outcome. When a significant amount of time passes before the reward is delivered, the connection becomes weaker, often leading to slower acquisition of the behavior.

286. (D) Learning can occur through internal mental processes without direct reinforcement.
These theories emphasize that learning is not just a simple link between stimuli and responses, but involves active information processing. They challenge strictly behavioral views by demonstrating that organisms can acquire knowledge internally. This suggests that understanding mental states, such as thinking and memory, is essential for explaining how humans and animals adapt to their environments and learn.

287. (C) Learning that occurs without obvious reward and is not immediately expressed.
This phenomenon involves the acquisition of knowledge that remains hidden until there is a motivation to use it. An individual might explore and learn about their environment without any immediate reinforcement. The knowledge is only demonstrated through behavior later, when a reward is introduced, proving that learning

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(i) Linguistic
(ii) Logical-Mathematical
(iii) General ('g') factor
(iv) Bodily-Kinesthetic
(v) Interpersonal
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) only
(B) (iii), (iv), and (v) only
(C) (i), (ii), (iv), and (v) only
(D) (i), (ii), (iii), (iv), and (v)

18. A mechanic who is used to fixing older cars with carburetors struggles to diagnose a problem in a modern car with a fuel injection system, repeatedly trying to adjust a non-existent carburetor. This is a clear example of:
(A) A mental set
(B) Lack of motivation
(C) Divergent thinking
(D) An algorithm failure

19. Identify the correct pair of theorist and their associated concept.
(A) Wallach & Kogan - Threshold Hypothesis
(B) Getzels & Jackson - Investment Theory of Creativity
(C) Guilford - Divergent and Convergent Production
(D) Torrance - Structure of Intellect Model

20. Match List I with List II concerning different models and concepts.
List I: (Concept/Model)
P. Information Processing Model
Q. Feature Integration Model
R. Triarchic Theory of Intelligence
S. PASS Theory of Intelligence
List II: (Associated Idea)
1. Analytical, Creative, Practical
2. Planning, Attention, Simultaneous, Successive
3. Encoding, Storage, Retrieval
4. Preattentive and Focused Attention Stages
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

21. In problem solving, an 'algorithm' refers to:
(A) A sudden realization of the solution.
(B) A rule-of-thumb strategy that is usually effective.
(C) A step-by-step procedure that guarantees a solution.
(D) A tendency to perceive an object in terms of common use.

22. Which component of Sternberg's Triarchic Theory of Intelligence is most closely related to 'street smarts' or the ability to adapt to one's environment?
(A) Analytical Intelligence
(B) Practical Intelligence
(C) Creative Intelligence
(D) Componential Intelligence

23. Which of the following is an example of declarative metacognitive knowledge?
(A) Knowing how to skim a chapter for main ideas.
(B) Deciding to re-read a difficult paragraph to ensure understanding.
(C) Realizing that your current study strategy is not working.
(D) Knowing that you are better at learning from visuals than from text.

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24. Which of the following is NOT one of Thurstone's Primary Mental Abilities?
(A) Emotional Regulation
(B) Word Fluency
(C) Spatial Visualization
(D) Perceptual Speed

25. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Guilford distinguished between convergent and divergent production in his Structure of Intellect model.
Reason (R): He believed that traditional intelligence tests primarily measured convergent thinking, neglecting the creative potential indicated by divergent thinking.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

illustrating how the past can negatively impact current cognitive performance.

297. (A) Inaccessible due to the lack of proper cues.
This perspective suggests that forgetting is often not a permanent loss of information from the brain, but a temporary problem with reaching it. The memory remains stored, but the specific associations or triggers needed to pull it into conscious awareness are missing. Once the correct environmental or mental cues are provided, the supposedly forgotten information can often be recovered.

298. (B) Motivated forgetting
This theory proposes that individuals may actively, though often unconsciously, push distressing or traumatic memories out of their conscious mind. By making these memories inaccessible, the person protects themselves from the anxiety or pain associated with the event. It highlights the role of emotional and psychological needs in determining which information is kept in awareness and which is suppressed.

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299. (B) The passage of time and lack of use.
This explanation for forgetting is based on the idea that memory traces have a natural tendency to fade or weaken over time. If the information is not periodically accessed or rehearsed, the physical representation of the memory in the brain is thought to disintegrate. While simple, this theory is less supported than those focusing on competition between memories or cues.

300. (A) The direction of the interference (old-on-new vs. new-on-old).
The two types of memory competition are distinguished by which information is causing the disruption. In one case, existing memories hinder the learning of something new. In the other, the acquisition of new information makes it harder to remember things learned in the past. Understanding this directional relationship is key to explaining why certain information becomes difficult to retrieve in different sequences.

CHAPTER 06
Thinking, Intelligence and Creativity

1. According to the Associationist perspective, what is the fundamental mechanism underlying thought processes?
(A) The sudden restructuring of perceptual fields
(B) The formation of connections between mental elements
(C) The sequential processing of information through stages
(D) The active monitoring and control of cognitive activities

2. Which theorist is primarily associated with the Feature Integration Model of attention and perception?
(A) Anne Treisman
(B) George A. Miller
(C) Donald Broadbent
(D) Ulrich Neisser

3. Consider the following statements about concept formation:
Statement I: Concepts are mental representations of categories of items or ideas.
Statement II: The role of concepts in thinking is primarily to reduce cognitive efficiency by requiring detailed analysis of every new object.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. Match List I with List II regarding theories of intelligence.
List I: (Theorist)
P. Charles Spearman
Q. Louis Thurstone
R. Howard Gardner
S. Daniel Goleman
List II: (Key Concept)
1. Primary Mental Abilities
2. Emotional Intelligence
3. General Factor ('g')
4. Multiple Intelligences
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

5. A student, after failing to solve a math problem for an hour, takes a break. Upon returning, the solution suddenly becomes clear. This experience is a classic example of which Gestalt concept in problem solving?
(A) Mental Set
(B) Functional Fixedness
(C) Insight
(D) Trial and Error

6. Which of the following statements correctly describes the Gestalt perspective on thought?
(A) It emphasizes breaking down thought into sensory components.
(B) It views thinking as a holistic process of organization.
(C) It models thought on the operations of a digital computer.
(D) It focuses on the strength of learned stimulus associations.

7. What is the cause-and-effect relationship proposed by the Sapir-Whorf hypothesis regarding language and thought?
(A) The complexity of thought determines the structure of language.
(B) Language and thought develop independently but interact socially.
(C) Universal thought structures give rise to grammatical principles.
(D) Language structure influences how speakers perceive the world.

8. Consider the following components of metacognitive regulation:
(i) Planning

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(ii) Monitoring
(iii) Evaluating
(iv) Declarative Knowledge
Which of the above statement(s) is/are correct?
(A) (i) and (iv) only
(B) (ii), (iii), and (iv) only
(C) (i), (ii), and (iii) only
(D) (i), (ii), (iii), and (iv)

9. All of the following are considered obstacles to effective problem solving EXCEPT:
(A) Functional fixedness
(B) Confirmation bias
(C) Brainstorming
(D) Mental set

10. Which of the following best describes Guilford's concept of 'divergent production' as a component of creativity?
(A) Generating varied and unique solutions to an open problem.
(B) Arriving at a single correct answer to a defined problem.
(C) The ability to effectively understand and manage emotions.
(D) The capacity for abstract reasoning with complex symbols.

11. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): According to Cattell, fluid intelligence tends to decrease in later adulthood.
Reason (R): Fluid intelligence is heavily dependent on accumulated knowledge and verbal skills, which diminish with age.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

12. Which statement is INCORRECT regarding Louis Thurstone's theory of intelligence?
(A) He proposed a set of independent 'Primary Mental Abilities'.
(B) He argued for the supremacy of a single, general factor ('g').
(C) He used a new statistical technique called factor analysis.
(D) His abilities included verbal and spatial visualization skills.

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13. What is the definition of metacognitive knowledge?
(A) The acquisition and storage of specific facts about the world.
(B) The ability to perform complex motor skills automatically.
(C) The awareness and understanding of one's own cognitive processes.
(D) The procedural knowledge required to solve a specific problem.

14. Arrange the following theories of intelligence in the chronological order of their first major proposal:
(i) Sternberg's Triarchic Theory
(ii) Spearman's Two-Factor Theory
(iii) Thurstone's Primary Mental Abilities
(iv) Gardner's Theory of Multiple Intelligences
Choose the correct sequence:
(A) (ii), (iii), (i), (iv)
(B) (i), (ii), (iii), (iv)
(C) (ii), (iii), (iv), (i)
(D) (iii), (ii), (i), (iv)

15. The Torrance Tests of Creative Thinking (TTCT) measure divergent thinking abilities such as fluency, flexibility, originality, and which other component?
(A) Elaboration
(B) Convergence
(C) Analytical skill
(D) Practical application

16. Consider the following statements regarding decision-making:
Statement I: Heuristics are mental shortcuts that guarantee an optimal solution.
Statement II: The 'availability heuristic' involves making judgments based on how easily examples come to mind.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

17. According to Howard Gardner's theory, which of the following intelligences are included?

models suggest the filter operates further along the processing stream, allowing for more flexible resource allocation depending on the specific cognitive demands and complexities of the task.

253. (C) Listening to a lecture and simultaneously taking notes.
This behavior exemplifies the simultaneous allocation of cognitive resources to multiple tasks. In this scenario, an individual must process incoming verbal information while executing the motor and cognitive demands of writing. Unlike selective attention, which focuses on a single stimulus, this process involves multitasking where the brain manages distinct streams of information and actions at the same time.

254. (D) A complex system involving multiple components and control processes.
Modern perspectives view attention as a sophisticated integrated network rather than a solitary, simple filter. This evolution reflects the understanding that attention involves diverse mechanisms, including resource management and executive control. It highlights the dynamic balance between focusing on specific internal or external stimuli and monitoring the environment for relevant changes, illustrating a multi-faceted and robust cognitive infrastructure.

255. (C) Focusing on one piece of information while disregarding others.
The core definition of this cognitive process involves the deliberate selection of specific sensory or mental data. By concentrating on a discrete aspect of information, either subjective or objective, the individual effectively ignores other available stimuli. This selective mechanism is essential for managing cognitive load, as it prevents the system from becoming overwhelmed by the vast and busy environment.

256. (B) The whole is different from the sum of its constituent parts.
This central tenet emphasizes that perception is a holistic experience rather than a mere accumulation of individual sensations. It suggests that the mind organizes sensory input into patterns and unified entities that possess qualities not found in the isolated elements. Consequently, the psychological experience of an object emerges from the structural relationship between its various and diverse components.

257. (D) Biological mechanisms underlying perceptual processes.
This perspective investigates the physical and chemical foundations that enable sensory experiences. It examines the specific functions of sensory organs, neural pathways, and specialized brain regions, such as the visual cortex. By analyzing how neurons and systems process external data, this approach seeks to uncover the mechanistic biological structures that translate environmental energy into internal mental representations.

258. (A) Gestalt describes organized perceptual experiences, while the physiological approach explains the neural basis for them.
The two theories provide different levels of analysis for understanding how individuals perceive the world. One focuses on the descriptive, experiential level, highlighting the innate organizational laws and the holistic nature of mental patterns. The other operates at a systemic level, detailing the biological hardware and neural activities that allow these organized perceptual experiences to occur in a mechanistic way.

259. (C) The physiological approach
Studying the responses of specific cells within the brain identifies the biological basis of sensory processing. This line of research falls under the framework that examines neural structures and pathways to explain how perception is generated. By focusing on cellular activity and the function of the visual cortex, the researcher seeks to understand the mechanical underpinnings of human sight.

260. (A) Complementary, offering different levels of analysis for perception.
Rather than contradicting each other, these perspectives provide a multi-layered understanding of sensory interpretation. One addresses the subjective, organizational aspects of how we see unified wholes, while the other addresses the physical, systemic mechanisms. Together, they create a comprehensive picture of perception that ranges from basic cellular

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26. The information-processing approach to thought compares the human mind to:
(A) A digital computer
(B) A telephone switchboard
(C) A complex biological ecosystem
(D) A steam engine

27. The PASS theory of intelligence was developed by:
(A) Gardner, Sternberg, & Goleman
(B) Getzels, Jackson, & Torrance
(C) Spearman, Cattell, & Jensen
(D) Das, Kar, & Parrila

28. In the context of decision-making, the "sunk cost fallacy" is a type of:
(A) Heuristic that leads to faster, more accurate choices.
(B) Cognitive bias where past investments influence future decisions.
(C) Model for rational and objective decision-making.
(D) Strategy for maximizing the expected utility.

29. What is the primary focus of Wallach and Kogan's research on creativity?
(A) The development of creativity tests for industrial settings.
(B) The neurological basis of creative insight.
(C) The link between creativity and a game-like atmosphere.
(D) The components of novelty and usefulness in products.

30. Consider the following statements about intelligence:
Statement I: Arthur Jensen's theory is known for its focus on the heritability of intelligence and the concept of Level I and Level II abilities.
Statement II: Level II ability, according to Jensen, corresponds to abstract conceptual reasoning.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

31. A conjunctive concept is defined by:
(A) The joint presence of two or more attributes.
(B) The presence of at least one of two or more attributes.
(C) A complex relationship among attributes that is not simply additive.
(D) The absence of a specific attribute.

32. Which of the following is an example of functional fixedness?
(A) Using a brick to prop open a door.
(B) Failing to think of using a coin to turn a screw when a screwdriver is not available.
(C) Solving a math problem in the same way you solved previous, similar problems.
(D) Generating a long list of uses for a paperclip.

33. Which of the following theorists is NOT primarily associated with the psychology of creativity?
(A) E. P. Torrance
(B) A. R. Jensen
(C) J. P. Guilford
(D) M. A. Wallach

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34. The "Simultaneous" processing component of the PASS theory refers to the ability to:
(A) Integrate stimuli into a coherent Whole.
(B) Process information in a serial manner.
(C) Pay attention while ignoring others.
(D) Formulate and monitor a plan of action.

35. Match List I with List II regarding concepts in thinking and problem solving.
List I: (Concept)
P. Heuristic
Q. Algorithm
R. Insight
S. Mental Set
List II: (Description)
1. A sudden, novel realization of a solution.
2. A tendency to approach problems in a familiar way.
3. A rule-of-thumb strategy.
4. A guaranteed, step-by-step procedure.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-3, Q-2, R-1, S-4

36. According to Daniel Goleman, which of the following is a key component of emotional intelligence?
(A) Logical-mathematical reasoning

(A) A Syllogism
(B) Inductive Reasoning
(C) A Heuristic
(D) Concept Formation

57. Consider the following processes of the PASS theory:
(i) Attention
(ii) Simultaneous
(iii) Planning
(iv) Successive
Arrange the processes in the sequence implied by the model's name:
(A) (iii), (i), (ii), (iv)
(B) (i), (ii), (iv), (iii)
(C) (iii), (i), (iv), (ii)
(D) This is not a sequential model; the letters are an acronym.

58. Which of the following is NOT one of the five components of emotional intelligence as originally proposed by Daniel Goleman?
(A) Self-Awareness
(B) Self-Regulation
(C) Social Skill
(D) Spatial Reasoning

59. The 'aha!' moment in problem-solving is most closely associated with which theoretical perspective?
(A) Gestalt psychology
(B) Associationism
(C) Information processing
(D) Behaviorism

60. Which of the following tasks would primarily require 'crystallized intelligence' as defined by Cattell?
(i) Solving a novel logic puzzle.
(ii) Naming the capitals of European countries.
(iii) Understanding the meaning of a rare word.
(iv) Quickly identifying a pattern in a series of abstract shapes.
Choose the correct option:
(A) (i) and (iv) only
(B) (ii) and (iii) only
(C) (i) and (iii) only
(D) (ii) and (iv) only

61. What is the role of concepts in thinking?
(A) To increase cognitive load by storing individual instances.
(B) To prevent creative thought by enforcing rigid categories.
(C) To allow for cognitive economy and generalization.
(D) To operate independently of language and perception.

62. A chef trying to create a new dish by experimenting with various combinations of ingredients is primarily using what type of problem-solving strategy?
(A) Trial and Error
(B) Algorithm
(C) Insight
(D) Means-End Analysis

63. The linguistic relativity hypothesis is most famously associated with:
(A) Chomsky
(B) Skinner
(C) Piaget
(D) Sapir and Whorf

64. Wallach and Kogan's research distinguished itself by advocating for what kind of atmosphere during the assessment of creativity?
(A) A highly structured and timed test setting.
(B) A permissive and game-like atmosphere.
(C) A competitive environment for stimulation.
(D) An isolated setting with no interaction.

65. Match List I with List II regarding obstacles in problem-solving.
List I: (Obstacle)
P. Confirmation Bias
Q. Functional Fixedness
R. Mental Set
S. Irrelevant Information
List II: (Example)
1. A carpenter sees a screwdriver only as a tool for turning screws.
2. Using the same formula for all geometry problems, even when a simpler one exists.
3. Focusing on the color of the cars in a word problem about their speed.
4. Seeking only news articles that support one's political views.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1

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value or payoff, assuming the decision-maker is rational and has complete information?
(A) Bounded Rationality Model
(B) Expected Utility Model
(C) Satisficing Model
(D) Prospect Theory Model

47. In the context of creative thinking, 'fluency' refers to:
(A) The uniqueness of the ideas generated.
(B) The number of different categories of ideas generated.
(C) The level of detail in the ideas generated.
(D) The total number of ideas generated.

48. Identify the incorrect pair of concepts.
(A) Gardner - Triarchic theory
(B) Spearman - 's' factors
(C) Cattell - Crystallized intelligence
(D) Goleman - Empathy

49. If a concept is defined by the rule "either red or square", what type of concept is it?
(A) Conjunctive
(B) Relational
(C) Disjunctive
(D) Negative

50. Match List I with List II regarding the components of Guilford's Structure of Intellect model.
List I: (Dimension)
P. Operations
Q. Contents
R. Products
List II: (Example Element)
1. Figural, Symbolic
2. Units, Classes
3. Evaluation, Divergent Production
Codes:
(A) P-1, Q-2, R-3
(B) P-3, Q-1, R-2
(C) P-2, Q-3, R-1
(D) P-3, Q-2, R-1

51. Consider the following statements:
Statement I: Deductive reasoning starts with a general principle and derives specific conclusions.
Statement II: A syllogism is a form of inductive reasoning.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

52. The Feature Integration Model proposes that in the preattentive stage, features of an object are processed:
(A) Sequentially and with conscious effort.
(B) Automatically and without focused attention.
(C) Only after the object has been identified.
(D) By binding them into a coherent whole.

53. Which of Howard Gardner's multiple intelligences involves the capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people?
(A) Intrapersonal Intelligence
(B) Naturalistic Intelligence
(C) Interpersonal Intelligence
(D) Bodily-Kinesthetic Intelligence

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54. The core idea of Associationism is that complex mental states like 'thought' are built from simple:
(A) Perceptual wholes (Gestalts)
(B) Logical propositions
(C) Computational algorithms
(D) Sensory experiences or ideas

55. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Metacognition is often described as "thinking about thinking".
Reason (R): It involves higher-order cognitive processes that monitor and regulate one's own cognitive activities, such as learning and problem-solving.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

56. "All men are mortal. Socrates is a man. Therefore, Socrates is mortal." This is a classic example of:

(B) General knowledge
(C) Perceptual speed
(D) Self-awareness

37. The study by Getzels & Jackson on creativity and intelligence found that:
(A) High IQ students were always more creative.
(B) Creativity and intelligence were perfectly correlated.
(C) High creativity students performed as well as high IQ students.
(D) Creativity could not be reliably measured in children.

38. Consider the following strategies for concept formation:
(i) Scanning
(ii) Focusing
(iii) Trial and Error
(iv) Incubation
Which of the above strategy(ies) is/are recognized for forming concepts?
(A) (i) and (ii) only
(B) (iii) and (iv) only
(C) (i), (ii), and (iii) only
(D) All of the above

39. A politician who only seeks out news sources that support their existing views is demonstrating which cognitive obstacle?
(A) Functional Fixedness
(B) Availability Heuristic
(C) Mental Set
(D) Confirmation Bias

40. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The Information Processing approach was heavily influenced by the development of computer science.
Reason (R): This approach conceptualizes thinking in terms of sequential stages like input (encoding), storage, and output (retrieval), analogous to a computer's operations.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

41. In reasoning, moving from specific observations to a general conclusion is known as:
(A) Deductive reasoning
(B) Syllogistic reasoning
(C) Inductive reasoning
(D) Analogical reasoning

42. The relationship between intelligence and creativity is often described by the 'Threshold Hypothesis', which suggests that:
(A) High intelligence is necessary but does not guarantee high creativity.
(B) High creativity requires high intelligence, with no exceptions.
(C) Intelligence and creativity are completely independent constructs.
(D) Creativity is simply a sub-component of general intelligence.

43. Which of the following is an example of metacognitive regulation?
(A) Knowing that you are a visual learner.
(B) Understanding the definition of a 'heuristic'.
(C) Remembering a historical date.
(D) Deciding to spend more time studying a topic you find difficult.

44. Consider the following components of Robert Sternberg's Triarchic Theory of Intelligence:
(i) Analytical Intelligence
(ii) Fluid Intelligence
(iii) Practical Intelligence
(iv) Creative Intelligence
(v) Crystallized Intelligence
Which of the above component(s) is/are part of the theory?
(A) (i), (ii), and (v)
(B) (ii), (iii), and (iv)
(C) (i), (iii), and (iv)
(D) (ii), (iv), and (v)

45. The 'P' in the PASS theory of intelligence stands for:
(A) Practical
(B) Perceptual
(C) Planning
(D) Processing

46. Which type of decision-making model focuses on identifying the choice with the highest

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(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-1, R-4, S-3

66. The three main components of metacognition are metacognitive knowledge, metacognitive experiences, and what other component?
(A) Metacognitive Ability
(B) Metacognitive Insight
(C) Metacognitive Regulation
(D) Metacognitive Fluency

67. What is the primary difference between fluid intelligence (Gf) and crystallized intelligence (Gc) according to Cattell?
(A) Gf is verbal, while Gc is non-verbal.
(B) Gf increases throughout life, while Gc declines later.
(C) Gf is vocabulary based, while Gc is matrix based.
(D) Gf solves novel problems; Gc is accumulated knowledge.

68. Consider the following statements regarding the PASS model of intelligence:
Statement I: The "Planning" component in the PASS model involves setting goals, selecting strategies, and monitoring performance.
Statement II: The "Attention" component in the PASS model is solely responsible for focused attention, not selective attention.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

69. In Torrance's framework for creativity, 'flexibility' refers to:
(A) The ability to produce a large number of responses.
(B) The ability to produce rare responses statistically.
(C) The ability to produce variety in response categories.
(D) The ability to add specific details to an idea.

70. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Howard Gardner's theory of multiple intelligences has been criticized for a lack of strong empirical evidence.
Reason (R): The proposed intelligences are difficult to measure using standardized psychometric methods, and some critics argue they are better described as talents or skills.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

71. Which of the following is NOT a recognized type of reasoning?
(A) Emotional
(B) Deductive
(C) Inductive
(D) Syllogistic

72. According to Robert Sternberg, a student who excels at standardized tests and logical analysis is high in which type of intelligence?
(A) Practical Intelligence
(B) Analytical Intelligence
(C) Creative Intelligence
(D) Emotional Intelligence

73. The "Successive Processing" component of the PASS theory is most critical for which of the following tasks?
(A) Understanding the layout of a map.
(B) Recalling the order of words in a sentence.
(C) Identifying a partially hidden object.
(D) Solving a Raven's Progressive Matrices puzzle.

74. Which of the following is the best example of a "well-defined" problem?
(A) How to solve a Rubik's Cube.
(B) How to write a successful novel.
(C) How to achieve world peace.
(D) How to be happy.

75. Arrange the following theorists chronologically based on their major contributions to intelligence theory:
(i) J. P. Guilford
(ii) Howard Gardner
(iii) Charles Spearman
(iv) L. L. Thurstone
Choose the correct sequence:

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113. Arrange the following creative process stages, as described by Graham Wallas, in their correct order:
(i) Incubation
(ii) Preparation
(iii) Verification
(iv) Illumination
Choose the correct sequence:
(A) (ii), (iv), (i), (iii)
(B) (i), (ii), (iv), (iii)
(C) (ii), (i), (iv), (iii)
(D) (ii), (iv), (iii), (i)

114. The information-processing view of thought processes emphasizes all of the following EXCEPT:
(A) The role of mental representations.
(B) The sequential and parallel nature of mental processes.
(C) The existence of capacity limitations in the system.
(D) The influence of unconscious conflicts and desires.

115. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In Sternberg's triarchic theory, creative intelligence involves the ability to deal with novel situations and to automatize information processing.
Reason (R): This type of intelligence allows an individual to generate novel ideas and solutions by combining seemingly disparate elements.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

116. A key contribution of Wallach and Kogan's (1965) work on creativity was their finding that:
(A) Creativity and intelligence were highly correlated.
(B) They were independent in game-like settings.
(C) The Torrance Tests of Creative Thinking lacked validity.
(D) Only high-IQ individuals could be considered creative.

117. Which component of emotional intelligence involves the ability to manage one's own internal states, impulses, and resources?
(A) Self-Awareness
(B) Motivation
(C) Self-Regulation
(D) Empathy

118. Which statement is INCORRECT regarding Spearman's contribution to intelligence theory?
(A) He identified seven independent primary mental abilities.
(B) He pioneered the use of factor analysis.
(C) He proposed a general intelligence factor ('g').
(D) He suggested the existence of specific factors ('s') for particular tasks.

119. A person is given three jugs of water with capacities A=21, B=127, C=3 units, and is asked to obtain exactly 100 units. After solving this (B-A-2C), they are given a new, simpler problem (e.g., A=18, B=48, C=4, obtain 22) but they persist in using the complex formula from the first problem. This is a classic demonstration of:
(A) Insight
(B) Functional Fixedness
(C) Algorithm
(D) Mental Set (Einstellung)

120. Consider the following aspects of divergent thinking as measured by tests like the TTCT:
(i) Fluency
(ii) Flexibility
(iii) Originality
(iv) Elaboration
(v) Convergence
Which of the above are correct components?
(A) (i) and (v) only
(B) (i), (ii), and (iii) only
(C) (v) only
(D) (i), (ii), (iii), and (iv) only

121. The "working backward" heuristic is most useful for problems that have:
(A) A vaguely specified goal state.
(B) Multiple possible solutions.
(C) A defined goal and multiple initial states.
(D) A single, obvious path to the solution.

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(ii) Memory
(iii) Divergent Production
(iv) Symbolic
(v) Transformation
Which of the above are correct components?
(A) (i), (ii), and (iii) only
(B) (iv) and (v) only
(C) (i), (iii), and (iv) only
(D) (i), (ii), (iii), (iv), and (v)

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In the Feature Integration Model, identifying a target defined by a single, unique feature (e.g., a red letter in a field of blue letters) is rapid and independent of the number of distractors.
Reason (R): This "pop-out" effect occurs during the preattentive stage, where basic features are processed in parallel across the visual field.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

86. A person trying to find the shortest route between two cities by calculating the distance of every possible path is using:
(A) A heuristic
(B) Insight
(C) A mental set
(D) An algorithm

87. Which of Gardner's intelligences is most relevant for a surgeon or a dancer?
(A) Logical-Mathematical
(B) Spatial
(C) Bodily-Kinesthetic
(D) Interpersonal

88. "Means-end analysis" is a problem-solving strategy that involves:
(A) Breaking a large goal into smaller sub-goals.
(B) Working backward from the goal to start.
(C) Trying random solutions until one works.
(D) Suddenly perceiving a solution after rest.

89. According to Wallach and Kogan, for creativity to be accurately assessed, the evaluation should be free from:
(A) Any form of verbal instruction.
(B) The influence of prior knowledge.
(C) Pressure from time limits and testing.
(D) Any external social interaction.

90. Consider the following types of concepts:
(i) Conjunctive
(ii) Disjunctive
(iii) Relational
(iv) Heuristic
Which of the above are recognized types of concepts?
(A) (i) and (ii) only
(B) (iii) and (iv) only
(C) (i), (ii), and (iii) only
(D) (i), (ii), (iii), and (iv)

91. The concept of 'g' factor, or general intelligence, was proposed by:
(A) Charles Spearman
(B) Howard Gardner
(C) L. L. Thurstone
(D) Robert Sternberg

92. In creative thinking, 'originality' is defined as:
(A) The ability to add detail to ideas.
(B) The number of ideas produced.
(C) The number of different categories of ideas.
(D) The statistical rarity or novelty of ideas.

93. Consider the following statements about metacognition:
Statement I: Metacognitive knowledge can be subdivided into knowledge about persons, tasks, and strategies.
Statement II: Metacognitive regulation involves processes like planning, monitoring, and evaluating.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

94. Which of the following is NOT a strategy for problem-solving?
(A) Trial and Error
(B) Functional Fixedness

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(A) (iii), (iv), (i), (ii)
(B) (i), (iii), (iv), (ii)
(C) (iii), (i), (ii), (iv)
(D) (iv), (iii), (i), (ii)

76. Consider the following theoretical models:
(i) Rational-Economic Model
(ii) Bounded Rationality Model
(iii) Gestalt Model
(iv) Psychoanalytic Model
Which of the above are considered types of decision-making models?
(A) (i) and (iv) only
(B) (i) and (ii) only
(C) (ii) and (iii) only
(D) (i), (ii), (iii), and (iv)

77. The defining feature of Jensen's Level I ability is:
(A) Abstract problem solving
(B) Creative thinking
(C) Rote learning and memory
(D) Practical intelligence

78. Which of the following accurately identifies a pair of concepts and the theorist who proposed them?
(A) Guilford – Structure of Intellect Model
(B) Getzels & Jackson – Fluid and Crystallized Creativity
(C) Wallach & Kogan – Divergent and Convergent Thinking
(D) Torrance – Primary Creative Abilities

79. The 'representativeness heuristic' leads people to make judgments about an event or person based on:
(A) The ease with which examples come to mind.
(B) A systematic evaluation of all possible outcomes.
(C) The initial information they are presented with.
(D) Resemblance to a typical case or prototype.

80. Match List I with List II regarding theories of intelligence.
List I: (Intelligence Theory)
P. Two-Factor Theory
Q. Triarchic Theory
R. Primary Mental Abilities
S. PASS Theory
List II: (Proponent)
1. Sternberg
2. Das, Kar & Parrila
3. Spearman
4. Thurstone
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-3, Q-2, R-4, S-1
(C) P-4, Q-1, R-3, S-2
(D) P-1, Q-3, R-4, S-2

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81. "Monitoring" as a form of metacognitive regulation involves:
(A) Checking one's progress and comprehension during a task.
(B) Setting goals and allocating resources before starting a task.
(C) Evaluating the final outcome of a task against the set goals.
(D) Knowing your personal strengths and weaknesses as a learner.

82. The main argument of Getzels and Jackson's (1962) study was that:
(A) Intelligence and creativity are essentially the same construct.
(B) Creativity is irrelevant to academic success.
(C) Highly intelligent students are always the most creative.
(D) IQ tests may overlook students with high creative talent.

83. Which statement about the relationship between intelligence and creativity is INCORRECT based on common research findings?
(A) The correlation between intelligence and creativity is typically moderate and positive.
(B) Above an IQ of about 120, intelligence and creativity become almost perfectly correlated.
(C) Below an IQ of about 120, intelligence appears to be a necessary condition for creativity.
(D) The relationship is not linear; it is better described by a threshold model.

84. Consider the following components of Guilford's "Operations" dimension in his Structure of Intellect model:
(i) Cognition

(A) Gardner's Theory of Multiple Intelligences
(B) Thurstone's Theory of Primary Mental Abilities
(C) Sternberg's Triarchic Theory
(D) Spearman's Two-Factor Theory

105. Consider the following statements regarding the Gestalt perspective:
(i) Thought is productive and involves grasping structural relationships.
(ii) Problem-solving occurs through insight, not just trial and error.
(iii) The whole is different from the sum of its parts.
(iv) Thinking is a chain of stimulus-response associations.
Which of the above statement(s) is/are correct?
(A) (iv) only
(B) (i) and (ii) only
(C) (i), (ii), and (iii) only
(D) (i), (ii), (iii), and (iv)

106. In the PASS model, the 'Attention' process is considered fundamental for:
(A) Integrating information into a whole.
(B) Maintaining arousal and alertness, and selecting relevant stimuli.
(C) Sequencing information correctly.
(D) Creating and executing plans.

107. Which of the following best describes the research focus of Getzels and Jackson?
(A) Developing a comprehensive model of intellectual abilities.
(B) Identifying the universal stages of cognitive development.
(C) Establishing the neurological correlates of creative thought.
(D) Comparing adolescents high in IQ versus high in creativity.

108. Consider the following statements about heuristics:
Statement I: The "anchoring and adjustment" heuristic is a decision-making bias where people rely too heavily on the first piece of information offered.
Statement II: The "representativeness" heuristic is a bias where people judge probabilities based on how easily examples come to mind.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

109. Arthur Jensen proposed two levels of learning ability. Level I is associative learning, and Level II is:
(A) Perceptual learning
(B) Emotional learning
(C) Cognitive and conceptual learning
(D) Motor learning

110. Match List I with List II regarding theorists and their primary focus.
List I: (Theorist)
P. Anne Treisman
Q. Daniel Goleman
R. J. P. Guilford
S. Raymond Cattell
List II: (Primary Focus)
1. Emotional Intelligence
2. Fluid & Crystallized Intelligence
3. Feature Integration Model
4. Structure of Intellect Model (Creativity)
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

111. "Evaluating" in the context of metacognitive regulation refers to the process of:
(A) Choosing the appropriate strategies to begin a task.
(B) Appraising the efficiency of the processes used.
(C) Checking for comprehension while reading a text.
(D) Knowing that you are better at math than at history.

112. The idea that thought and language are initially separate systems that merge at around age two is a key part of the theory of:
(A) B. F. Skinner
(B) Noam Chomsky
(C) Lev Vygotsky
(D) Benjamin Whorf

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(C) Means-End Analysis
(D) Working Backwards

95. Match List I with List II regarding theorists and their contributions.
List I: (Creativity Theorist)
P. Guilford
Q. Torrance
R. Getzels & Jackson
S. Wallach & Kogan
List II: (Key Contribution/Study)
1. Studied academic performance of high IQ vs. high creativity groups.
2. Emphasized game-like atmosphere for testing creativity.
3. Developed widely used tests of creative thinking (TTCT).
4. Proposed the Structure of Intellect model including divergent production.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-4, R-1, S-2

96. A student realizing that highlighting text is not an effective study strategy for them is an example of what component of metacognition?
(A) Declarative knowledge about strategies
(B) Conditional knowledge about tasks
(C) Metacognitive Evaluation
(D) Procedural knowledge about persons

97. The PASS theory of intelligence is based on which neuropsychologist's work on brain function?
(A) Roger Sperry
(B) Karl Lashley
(C) Donald Hebb
(D) Alexander Luria

98. The strong version of the linguistic relativity hypothesis (linguistic determinism) suggests that:
(A) Language influences thought, but does not completely determine it.
(B) Language structures determine thought.
(C) Thought is possible without language.
(D) All languages share a universal grammar that shapes thought.

99. In problem solving, 'incubation' refers to:
(A) The initial stage of defining the problem.
(B) The final stage of verifying the solution.
(C) A period of rest or distraction from a problem, which may lead to insight.
(D) A systematic, step-by-step approach to finding a solution.

100. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Daniel Goleman argued that Emotional Intelligence (EQ) can be more important than IQ for life success.
Reason (R): Goleman's model includes abilities such as understanding and managing one's own emotions, empathy, and handling relationships, which are crucial for personal and professional effectiveness.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

101. The ability to perceive relationships and solve novel problems that depend little on school-based learning is called:
(A) Crystallized intelligence
(B) Fluid intelligence
(C) Practical intelligence
(D) Emotional intelligence

102. The concept 'a shape that is both round and blue' is an example of a:
(A) Conjunctive concept
(B) Relational concept
(C) Disjunctive concept
(D) Prototype

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103. Which problem-solving strategy would be most effective for solving an anagram like "R-A-C"?
(A) Means-end analysis
(B) Working backwards
(C) Trial and error (systematic or random)
(D) Hill climbing

104. Which of the following theories of intelligence does NOT propose multiple, relatively independent components or factors?

122. Which theoretical perspective on thought is most concerned with concepts like 'wholes', 'restructuring', and 'insight'?
(A) Associationism
(B) Information Processing
(C) Feature Integration
(D) Gestalt

123. A child who believes that all four-legged animals are "doggies" is demonstrating an error in:
(A) Metacognitive regulation
(B) Concept formation
(C) Deductive reasoning
(D) Problem solving

124. According to Sternberg, practical intelligence is best assessed by:
(A) Problems requiring adaptation to the environment.
(B) Standardized IQ tests with abstract problems.
(C) Tasks that require generating novel ideas.
(D) Tests measuring vocabulary and general knowledge.

125. Match List I with List II regarding concepts from intelligence theory.
List I: (Concept)
P. 'g' factor
Q. Intrapersonal Intelligence
R. Crystallized Intelligence
S. Simultaneous Processing
List II: (Description)
1. Knowledge from experience (e.g., vocabulary)
2. Integrating stimuli into a coherent group
3. Underlying general mental energy
4. Self-knowledge and understanding
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-1, S-2

126. Consider the following statements about creativity:
Statement I: Guilford's Structure of Intellect model was a major catalyst for the modern study of creativity.
Statement II: Guilford equated creativity primarily with divergent thinking.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

127. Which is a key difference between an algorithm and a heuristic?
(A) An algorithm is faster, but a heuristic is more accurate.
(B) A heuristic can only be used by computers, while an algorithm can be used by humans.
(C) An algorithm guarantees a solution, whereas a heuristic does not.
(D) A heuristic is a step-by-step procedure, while an algorithm is a rule of thumb.

128. According to Jensen, Level I and Level II abilities are differentiated by:
(A) The type of sensory modality used.
(B) The level of complexity and transformation required in processing.
(C) The degree of heritability.
(D) The age at which they develop.

129. The idea that people choose the first option that meets a minimum standard of acceptability, rather than searching for the absolute best option, is known as:
(A) Maximizing
(B) Optimizing
(C) Prospecting
(D) Satisficing

130. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): According to the threshold theory, above an IQ of approximately 120, a high IQ is not a strong predictor of high creativity.
Reason (R): Once the necessary intellectual capacity is present, other factors such as personality, motivation, and thinking style become more important determinants of creative output.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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171. The "candle problem" devised by Karl Duncker is a classic test for:
(A) Mental set
(B) Functional fixedness
(C) Confirmation bias
(D) Insight learning

172. The central idea of the Information Processing perspective is that mental processes can be understood as:
(A) The systematic flow of information through mental stages.
(B) The holistic organization of perceptual fields.
(C) The result of strengthening associations through contiguity.
(D) The manifestation of unconscious drives and conflicts.

173. Consider the following statements about Jensen's levels of ability:
Statement I: Jensen's Level I ability is equated with abstract problem-solving.
Statement II: Jensen's Level II ability is equated with rote memorization.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

174. Which type of decision-making occurs under conditions of uncertainty, where probabilities of outcomes are unknown?
(A) Decision making under certainty
(B) Decision making under risk
(C) Decision making under uncertainty
(D) Rational decision making

175. Which intelligence theory explicitly includes musical, bodily-kinesthetic, and interpersonal abilities as separate forms of intelligence?
(A) Spearman's Two-Factor Theory
(B) Sternberg's Triarchic Theory
(C) Cattell's Gf-Gc Theory
(D) Gardner's Theory of Multiple Intelligences

176. Which of the following is NOT a strategy for problem-solving?
(A) Conservative focusing
(B) Functional fixedness
(C) Focus gambling
(D) Simultaneous scanning

177. 'Elaboration' in the context of the Torrance Tests of Creative Thinking refers to the ability to:
(A) Generate a large quantity of ideas.
(B) Generate a wide variety of ideas.
(C) Develop, embellish, and add detail to ideas.
(D) Generate unique and unusual ideas.

178. The weak version of the Sapir-Whorf hypothesis, often called "linguistic relativity," proposes that:
(A) Language influences or shapes, but does not determine, thought.
(B) Language completely determines thought.
(C) Thought is independent of language.
(D) All languages have a common underlying structure.

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179. A person breaking down the large goal of "getting a PhD" into sub-goals like "finish coursework," "pass comprehensive exams," and "write dissertation" is using which problem-solving strategy?
(A) Trial and Error
(B) Insight
(C) Working Backwards
(D) Means-End Analysis

180. Match List I with List II regarding theorists and associated concepts.
List I: (Theorist)
P. Jensen
Q. Goleman
R. Das, Kar & Parrila
S. Cattell
List II: (Concept)
1. Emotional Intelligence (EQ)
2. PASS Theory
3. Level I and Level II abilities
4. Fluid and Crystallized Intelligence (Gf/Gc)
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

181. The defining characteristic of an "ill-defined" problem is that:
(A) It has only one correct solution.
(B) The initial state, goal state, or operators are

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(B) P-3, Q-4, R-1, S-2
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-3, R-1, S-4

141. The failure to see that a book can be used to prop up a wobbly table leg is an example of the cognitive obstacle known as:
(A) Mental Set
(B) Confirmation Bias
(C) Functional Fixedness
(D) Availability Heuristic

142. Consider the following statements regarding the Feature Integration Model:
Statement I: In Treisman's Feature Integration Model, the "focused attention" stage is required to bind features together to perceive an object.
Statement II: The "preattentive" stage processes features slowly and serially.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

143. Which of the following is NOT one of the products in Guilford's Structure of Intellect model?
(A) Units
(B) Cognition
(C) Classes
(D) Implications

144. Arrange the following intelligence theories in the order they appeared historically:
(i) Gardner's Multiple Intelligences
(ii) Cattell's Gf-Gc Theory
(iii) Spearman's 'g' factor
(iv) Sternberg's Triarchic Theory
Choose the correct sequence:
(A) (iii), (i), (ii), (iv)
(B) (iii), (ii), (iv), (i)
(C) (i), (iii), (ii), (iv)
(D) (ii), (iii), (i), (iv)

145. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The Gestalt approach to problem-solving emphasizes the importance of how a problem is represented in the mind.
Reason (R): Gestalt psychologists argued that solving a problem often requires restructuring the problem representation to gain insight, moving from a bad representation to a good one.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

146. A relational concept is one that specifies:
(A) The presence of a single key attribute.
(B) The presence of one attribute OR another.
(C) The absence of a particular attribute.
(D) A relationship between attributes.

147. A manager who continues to invest heavily in a failing project because a lot of money has already been spent on it is falling victim to the:
(A) Representativeness heuristic
(B) Sunk cost fallacy
(C) Availability heuristic
(D) Hindsight bias

148. The "componential" subtheory of Sternberg's model is another name for which type of intelligence?
(A) Practical
(B) Creative
(C) Analytical
(D) Successful

149. According to Torrance, a student who generates a large number of ideas for "unusual uses for a cardboard box" is demonstrating high:
(A) Flexibility
(B) Originality
(C) Elaboration
(D) Fluency

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150. Consider the following statements about intelligence:
(i) Spearman proposed a single general intelligence factor.
(ii) Thurstone proposed multiple primary mental abilities.
(iii) Gardner proposed multiple intelligences, such as musical and kinesthetic.

131. Which of the following is NOT one of Howard Gardner's Multiple Intelligences?
(A) Creative
(B) Musical
(C) Naturalist
(D) Existential

132. The 'A' in the acronym PASS for the theory by Das, Kar & Parrila stands for:
(A) Association
(B) Arousal/Attention
(C) Analysis
(D) Acuity

133. Which of the following is an example of procedural metacognitive knowledge?
(A) Knowing that you find it difficult to memorize dates.
(B) Knowing that making flashcards helps you learn vocabulary.
(C) Knowing how to use the 'means-end analysis' strategy to solve a problem.
(D) Knowing that you need to allocate more time to study for a final exam than for a quiz.

134. Consider the following statements about thinking:
(i) Associationism views thought as the connection of ideas.
(ii) Gestalt psychology emphasizes insight and perceptual restructuring.
(iii) Information Processing models compare the mind to a computer.
(iv) The Feature Integration Model deals with high-level problem solving.
Which of the above statement(s) is/are correct?
(A) (i) and (ii) only
(B) (i), (ii), and (iii) only
(C) (iii) and (iv) only
(D) All of the above

135. The concept of 'mental set' as an obstacle to problem solving was extensively studied by:
(A) Karl Duncker's research on the candle problem.
(B) Wolfgang Köhler's experiments with chimpanzees.
(C) Herbert Simon's work with computer simulations.
(D) Abraham Luchins' work with the water jar problem.

136. In the context of the PASS theory, which process would be most involved in arranging a set of pictures to tell a coherent story?
(A) Simultaneous Processing
(B) Successive Processing
(C) Planning
(D) Attention

137. Which of the following is the best definition of "concept"?
(A) A specific procedure for solving a particular problem.
(B) A sudden realization of a problem's solution.
(C) A mental grouping of similar objects, events, ideas, or people.
(D) A culturally defined script for behavior in a situation.

138. The theory that intelligence is composed of numerous, independent "primary mental abilities" such as verbal comprehension, numerical ability, and memory was proposed by:
(A) Charles Spearman
(B) Raymond Cattell
(C) J.P. Guilford
(D) Louis L. Thurstone

139. Which of the following theorists is most closely associated with the distinction between convergent and divergent thinking?
(A) E. P. Torrance
(B) J. P. Guilford
(C) R. Sternberg
(D) H. Gardner

140. Match List I with List II regarding theorists and their ideas on creativity.
List I: (Theorist)
P. Torrance
Q. Guilford
R. Getzels & Jackson
S. Wallach & Kogan
List II: (Idea)
1. Distinguished high IQ from high creativity groups in adolescents
2. Emphasized the importance of a game-like, non-evaluative context
3. Structure of Intellect model
4. Fluency, Flexibility, Originality, Elaboration

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160. Which of the following is NOT a core tenet of the Gestalt view of thinking?
(A) Thinking is reproductive, based on past associations.
(B) Problem solving involves restructuring the problem.
(C) Insight plays a critical role in finding solutions.
(D) Perception of the whole is crucial.

161. A person judging the likelihood of a plane crash to be high after seeing news reports of a recent crash is using the:
(A) Representativeness heuristic
(B) Anchoring and adjustment heuristic
(C) Availability heuristic
(D) Satisficing strategy

162. The ability to use accumulated knowledge, experience, and vocabulary is known as:
(A) Fluid intelligence
(B) Crystallized intelligence
(C) Practical intelligence
(D) General intelligence ('g')

163. The primary contribution of Getzels and Jackson's (1962) study, "Creativity and Intelligence," was to:
(A) Prove that IQ is the best predictor of life success.
(B) Develop a new, more reliable test for creativity.
(C) Establish the seven primary mental abilities.
(D) Highlight school favoritism of IQ over creativity students.

164. In Treisman's Feature Integration Model, searching for a red 'X' among green 'X's and red 'O's would require:
(A) Focused attention to bind features.
(B) Only the preattentive stage.
(C) Neither preattentive nor focused attention.
(D) A bottom-up process exclusively.

165. Arrange the following creativity theorists based on the approximate chronological order of their major contributions:
(i) E. P. Torrance
(ii) M. Wallach & N. Kogan
(iii) J. P. Guilford
(iv) J. Getzels & P. Jackson
Choose the correct sequence:
(A) (iii), (iv), (i), (ii)
(B) (i), (iii), (iv), (ii)
(C) (iii), (i), (ii), (iv)
(D) (iv), (i), (iii), (ii)

166. A student who self-corrects an error while solving a math problem is demonstrating which aspect of metacognition?
(A) Metacognitive knowledge
(B) Declarative knowledge
(C) Personal knowledge
(D) Metacognitive monitoring

167. Which of these theorists would be most interested in a person's ability to "read" the emotions of others and respond appropriately?
(A) Charles Spearman
(B) Daniel Goleman
(C) Howard Gardner
(D) Robert Sternberg

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168. According to Guilford, which type of thinking is most closely associated with creativity?
(A) Convergent Production
(B) Evaluation
(C) Divergent Production
(D) Cognition

169. A syllogism is a form of _____ reasoning where a conclusion is drawn from two given or assumed propositions (premises).
(A) inductive
(B) analogical
(C) heuristic
(D) deductive

170. Consider the following subtheories of Sternberg's Triarchic Theory of Intelligence:
(i) The Componential subtheory
(ii) The Experiential subtheory
(iii) The Contextual subtheory
(iv) The Hierarchical subtheory
(v) The Emotional subtheory
Which of the above are correct components?
(A) (i), (ii) and (v) only
(B) (iv) and (v) only
(C) (i), (ii) and (iii) only
(D) (i), (ii), (iii), (iv) and (v)

(C) (i), (ii), (iv) and (v)
(D) All of the above

191. The ability to identify a pattern in a series of abstract figures that you have never seen before is a classic measure of:
(A) Crystallized intelligence
(B) Verbal comprehension
(C) Fluid intelligence
(D) Emotional intelligence

192. Which perspective on thought would be most likely to use concepts like 'contiguity' and 'frequency' to explain how one idea leads to another?
(A) Gestalt
(B) Information Processing
(C) Metacognitive
(D) Associationism

193. Consider the following statements:
Statement I: Decision-making refers to evaluating alternatives and choosing among them.
Statement II: Problem-solving is broader and involves finding a path to a goal when one is not readily available.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

194. The theorist who is most strongly associated with the 'g' factor and 's' factors in intelligence is:
(A) Thurstone
(B) Spearman
(C) Gardner
(D) Cattell

195. Arrange the following components of emotional intelligence, as described by Goleman, into a logical hierarchy from self-focused to other-focused:
(i) Social Skills
(ii) Self-Awareness
(iii) Empathy
(iv) Self-Regulation
Choose the correct sequence:
(A) (ii), (iv), (iii), (i)
(B) (i), (iii), (iv), (ii)
(C) (iv), (ii), (i), (iii)
(D) (ii), (iii), (iv), (i)

196. A child is shown a picture of a bird and says "birdie." The child is then shown a picture of an airplane and says "birdie." This is an error of:
(A) Overextension in concept formation
(B) Underextension in concept formation
(C) Functional fixedness
(D) Deductive reasoning

197. Which of the following best describes the 'contextual' subtheory of Sternberg's Triarchic theory?
(A) It deals with mental mechanisms underlying behavior.
(B) It deals with behavior in real-world environments.
(C) It deals with handling novelty and automatized skills.
(D) It deals with emotional components of behavior.

198. The 'S' in PASS theory stands for 'Simultaneous' and what other process?
(A) Storage
(B) Strategy
(C) Successive
(D) Selection

199. What distinguishes reasoning from other forms of thought like dreaming or free association?
(A) It is always based on visual imagery.
(B) It is an entirely unconscious process.
(C) It does not require the use of concepts.
(D) It involves purposeful inference from knowledge.

200. Which of the following theorists is INCORRECTLY paired with their theory of intelligence?
(A) Spearman - Two-Factor Theory
(B) Thurstone - Primary Mental Abilities
(C) Gardner - PASS Theory
(D) Sternberg - Triarchic Theory

201. Which of the following is an example of 'planning' within the framework of metacognitive regulation?
(A) Realizing you didn't understand a paragraph

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unclear.
(C) The solution requires mathematical calculation.
(D) It can be solved using a simple algorithm.

182. According to the PASS theory, successfully reading a map and orienting oneself in space would heavily rely on:
(A) Simultaneous Processing
(B) Successive Processing
(C) Attention only
(D) Planning only

183. Which statement accurately reflects the findings of Wallach and Kogan (1965)?
(A) In a formal test setting, IQ and creativity are highly correlated.
(B) Creativity is simply a facet of general intelligence ('g').
(C) IQ and creativity are independent in relaxed, game-like settings.
(D) The Torrance tests are the only valid measure of creativity.

184. The "experiential" subtheory of Sternberg's model deals with:
(A) The internal mental processes used in intelligence.
(B) Intelligence relating to internal and external worlds.
(C) The heritability of intelligent behavior traits.
(D) How intelligence impacts and relates to novel experiences.

185. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The Information Processing approach to cognition often uses the computer as a metaphor for the human mind.
Reason (R): Both human cognition and computer processing involve encoding, storing, and retrieving information, making the analogy a useful framework for generating hypotheses about mental operations.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

186. Consider the following elements of Guilford's "Contents" dimension in his Structure of Intellect model:
(i) Figural
(ii) Symbolic
(iii) Semantic
(iv) Behavioral
(v) Divergent
Which of the above are correct components?
(A) (v) only
(B) (i), (ii) and (v) only
(C) (i), (ii), (iii) and (iv) only
(D) All of the above

187. "All A are B. All C are A. Therefore, all C are B." This structure represents:
(A) Inductive reasoning
(B) A heuristic
(C) The confirmation bias
(D) A valid syllogism

188. Which of the following best represents an application of metacognitive regulation?
(A) A student knows they are a slow reader.
(B) A student decides to review their notes from the previous day before starting new material.
(C) A student understands the definition of photosynthesis.
(D) A student remembers the formula for the area of a circle.

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189. The research by Getzels and Jackson primarily focused on which population?
(A) University professors
(B) Industrial managers
(C) Adolescent students
(D) Preschool children

190. Consider the following abilities:
(i) Spatial
(ii) Intrapersonal
(iii) Naturalist
(iv) General mental ability ('g')
(v) Crystallized
Which of the above fall under Howard Gardner's conceptualization of intelligence?
(A) (i), (ii) and (iii) only
(B) (iv) and (v) only

(C) A is true but R is false.
(D) A is false but R is true.

211. Which of the following is NOT one of the 'operations' in Guilford's Structure of Intellect model?
(A) Semantic
(B) Cognition
(C) Memory
(D) Evaluation

212. Which theorist is associated with the PASS model of intelligence?
(A) Sternberg
(B) Das, Kar & Parrila
(C) Goleman
(D) Jensen

213. The process of combining features like 'round', 'red', and 'shiny' to perceive an 'apple' is a central concern of the:
(A) Gestalt theory of perception.
(B) Information Processing Model of memory.
(C) Feature Integration Model.
(D) Associationist view of thought.

214. The "Satisficing" model of decision-making, part of the Bounded Rationality framework, was proposed by:
(A) Daniel Kahneman
(B) Amos Tversky
(C) J. P. Guilford
(D) Herbert Simon

215. Consider the following components of Goleman's emotional intelligence framework:
(i) Self-Awareness
(ii) Self-Regulation
(iii) Motivation
(iv) Empathy
(v) Social Skills
Which of the above statement(s) is/are correct?
(A) (i) and (ii) only
(B) (i), (iv), and (v) only
(C) (i), (ii), and (iv) only
(D) All of the above

216. "Thinking is subvocal speech." This statement best reflects a view associated with:
(A) Gestalt psychology
(B) Early behaviorism and its view on language and thought
(C) Information-processing theory
(D) The Sapir-Whorf hypothesis

217. A major conclusion from the work of Getzels & Jackson and Wallach & Kogan is that:
(A) Creativity and intelligence are deemed identical constructs.
(B) Creative individuals possess distinct socio-emotional traits.
(C) Standard IQ tests may not capture talent related to creativity.
(D) There is no meaningful way to measure creativity.

218. According to Cattell, which type of ability would be most useful for learning a new computer programming language from scratch?
(A) Crystallized intelligence
(B) Verbal fluency
(C) Perceptual speed
(D) Fluid intelligence

219. The "contextual" element of Sternberg's Triarchic Theory is also known as:
(A) Book smarts
(B) Street smarts
(C) Creative insight
(D) Emotional awareness

220. Match List I with List II regarding terms in creative thinking.
List I: (Term)
P. Fluency
Q. Flexibility
R. Originality
S. Elaboration
List II: (Definition)
1. Number of different conceptual categories of responses.
2. Ability to add details to an idea.
3. Total number of relevant responses.
4. Statistical rarity of responses.
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-4, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-3, S-4

221. Which statement is INCORRECT about metacognition?

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you just read.
(B) Judging that your essay is well-written and complete.
(C) Deciding to break a large study session into smaller, manageable chunks.
(D) Knowing that you are better at learning by doing than by reading.

202. The core idea of Thurstone's theory of primary mental abilities was a challenge to:
(A) The idea that intelligence could be measured at all.
(B) The role of heredity in intelligence.
(C) The distinction between fluid and crystallized intelligence.
(D) Spearman's emphasis on a single 'g' factor.

203. Which of the following scenarios illustrates a mental set?
(A) A child using a toy box as a drum, a chair, and a hiding place.
(B) A student solving every problem using the same previous method.
(C) An experienced chess player recognizing a familiar opening.
(D) Forgetting the name of a person you just met recently.

204. "Productive thinking" is a concept central to which perspective?
(A) Gestalt Psychology
(B) Associationism
(C) Information Processing
(D) Behaviorism

205. The Torrance Tests of Creative Thinking (TTCT) were developed to measure:
(A) Convergent thinking and logic.
(B) Emotional intelligence.
(C) Divergent thinking and problem-solving skills.
(D) Metacognitive awareness.

206. A person estimates the probability of being a librarian for a quiet person who wears glasses to be higher than the actual base rate of librarians in the population. This judgment error is due to the:
(A) Availability heuristic
(B) Representativeness heuristic
(C) Anchoring bias
(D) Sunk cost fallacy

207. Consider the following statements about intelligence types:
Statement I: Fluid intelligence (Gf) is believed to be more influenced by biological and neurological factors than crystallized intelligence (Gc).
Statement II: Crystallized intelligence (Gc) typically increases or remains stable throughout most of adulthood.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

208. The main difference between the studies of Getzels & Jackson and Wallach & Kogan is:
(A) The age of the participants.
(B) The specific creativity tests used.
(C) The statistical methods used to analyze the data.
(D) The atmosphere in which the tests were administered (test-like vs. game-like).

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209. Intrapersonal intelligence, as defined by Howard Gardner, refers to:
(A) The ability to understand and interact effectively with others.
(B) The ability to manipulate objects and use a variety of physical skills.
(C) The ability to understand oneself, including one's feelings, fears, and motivations.
(D) The ability to think in terms of systems and see patterns in nature.

210. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The relationship between intelligence and creativity is not perfectly linear.
Reason (R): The Threshold Hypothesis posits that while a certain level of intelligence is necessary for creative work, beyond that point, personality and motivational factors become more significant predictors of creativity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.

(iv) Goleman proposed that emotional intelligence is a key predictor of success.
(v) Cattell proposed that all intelligence is inherited and fixed at birth.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) are the only correct statements.
(B) (i), (ii), (iii), and (iv) are the only correct statements.
(C) Only statement (v) is considered to be factually correct.
(D) All of the statements listed above are factually correct.

151. Which is the most appropriate description of Spearman's 's' factors?
(A) General mental energy pervasively underlying cognitive tasks.
(B) Specific abilities that are unique to particular cognitive tasks.
(C) The seven primary mental abilities that constitute intelligence.
(D) The building blocks used to define emotional intelligence levels.

152. In a research study, participants are shown the sequence "O-T-T-F-F-S-S" and asked for the next letter. Solving this puzzle (One, Two, Three, Four...) requires a shift in thinking best described as:
(A) Insight
(B) Means-end analysis
(C) An algorithm
(D) A conjunctive rule

153. A student thinks, "I am not good at multiple-choice tests, so I need to change my study strategy for this class." This thought process is a direct example of:
(A) Deductive Reasoning
(B) Functional Fixedness
(C) Metacognition
(D) The Availability Heuristic

154. Which of the following is NOT part of Goleman's model of Emotional Intelligence?
(A) Motivation
(B) Empathy
(C) Social Skills
(D) Fluid Intelligence

155. Consider the following factors related to problem-solving:
(i) Irrelevant Information
(ii) Mental Set
(iii) Functional Fixedness
(iv) Confirmation Bias
(v) Incubation
Which of the above are considered obstacles to effective problem-solving?
(A) (i), (ii) and (v) only
(B) (iii), (iv) and (v) only
(C) (i), (ii), (iii) and (iv) only
(D) All of the above

156. The work of Das, Kar, & Parrila on the PASS theory is heavily rooted in the study of:
(A) Artificial intelligence and computation.
(B) Social learning and observation.
(C) Brain function and neuropsychology.
(D) Factor analysis of psychometric tests.

157. Consider the following statements regarding the relationship between intelligence and creativity:
Statement I: The "Threshold Hypothesis" suggests that intelligence is a necessary but not sufficient condition for creativity.
Statement II: Wallach and Kogan found that intelligence and creativity were strongly correlated, regardless of the testing environment.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

158. The concept of "brother" is an example of what type of concept?
(A) Conjunctive
(B) Relational
(C) Disjunctive
(D) Simple

159. Which type of intelligence in Gardner's theory would be most important for a therapist or a salesperson?
(A) Intrapersonal
(B) Linguistic
(C) Logical-Mathematical
(D) Interpersonal

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(A) It includes knowledge about one's own cognitive strengths and weaknesses.
(B) It involves the active regulation of one's own learning processes.
(C) It is a fundamental component of the Associationist theory of thought.
(D) It can be improved with training and practice.

222. Jensen's theory posited that differences in performance on cognitive tasks could be attributed to differences in Level I (associative) and Level II (conceptual) abilities. This theory became controversial due to its application to:
(A) Gender differences in cognition
(B) The decline of intelligence with age
(C) The intelligence of animals
(D) Group differences in intelligence test scores

223. Consider the following statements about reasoning:
Statement I: Inductive reasoning guarantees the truth of the conclusion if the premises are true.
Statement II: Deductive reasoning involves making generalizations based on specific observations.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

224. Which of the following is a classic problem used to study insight in Gestalt psychology?
(A) The Tower of Hanoi
(B) Köhler's chimpanzee and banana problem
(C) Luchins' water jar problem
(D) The Stroop task

225. Arrange the following major theoretical approaches to thought in chronological order of their emergence:
(i) Information Processing
(ii) Gestalt Psychology
(iii) Associationism
Choose the correct sequence:
(A) (iii), (ii), (i)
(B) (i), (ii), (iii)
(C) (ii), (iii), (i)
(D) (iii), (i), (ii)

226. The relationship between which two major constructs is a common area of study in psychological research?
(A) Metacognition and Decision-Making
(B) Reasoning and Problem-Solving
(C) Intelligence and Creativity
(D) Language and Metacognition

227. Which of the following theorists is NOT primarily known for a theory of intelligence?
(A) Robert Sternberg
(B) Howard Gardner
(C) Louis Thurstone
(D) E. P. Torrance

228. "If it is raining, the ground is wet. The ground is not wet. Therefore, it is not raining." This is an example of valid:
(A) Inductive reasoning
(B) Deductive reasoning (Modus Tollens)
(C) Availability heuristic
(D) Confirmation bias

229. Consider the following strategies:
(i) Means-end analysis
(ii) Working backward
(iii) Analogical thinking
(iv) Functional fixedness
(v) Mental set
Which of the above are considered problem-solving strategies?
(A) (i), (ii) and (iii) only
(B) (iv) and (v) only
(C) (i), (ii), (iii), (iv) and (v)
(D) (i) and (ii) only

230. The theorist who proposed a "Structure of Intellect" model with 120 (and later 180) factors organized along three dimensions (Operations, Contents, Products) was:
(A) Spearman
(B) Guilford
(C) Thurstone
(D) Cattell

231. The concept of "bounded rationality" in decision-making suggests that:
(A) People are perfectly rational decision-makers.
(B) Rational decisions are primarily made by large groups.

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fundamentally the process of forming connections or associations between ideas or mental events, often based on principles like contiguity and similarity. In contrast, the Gestalt school of thought emerged as a reaction against this reductionist view, arguing that thinking involves grasping the whole structure of a problem, often through sudden insight, rather than a piecemeal association of parts. Gestalt psychologists emphasized the mind's inherent tendency to organize sensory information into meaningful wholes or patterns. A more contemporary approach is the Information Processing model, which uses the computer as a metaphor for the human mind. This model conceptualizes thinking as a series of stages involving encoding, storage, and retrieval of information. It focuses on the sequential and parallel processes that manipulate symbolic information. A specific extension within this framework is the Feature Integration Model, which explains how an individual combines separate features of an object, such as color and shape, to form a complete perception, suggesting a pre-attentive stage for feature detection and a focused attention stage for feature integration.

Based on the above source, attempt the following five questions.

251. Which theoretical perspective on thought processes emphasizes the mind's tendency to organize information into meaningful wholes and the experience of sudden insight?
(A) Associationism
(B) Gestalt Psychology
(C) Information Processing Model
(D) Feature Integration Model

252. According to the Information Processing model described in the passage, what is the core mechanism of thinking?
(A) The manipulation of symbolic information through stages like encoding and retrieval.
(B) The formation of connections based on contiguity and similarity.
(C) The sudden restructuring of a problem to perceive a whole pattern.
(D) The pre-attentive detection of features without focused attention.

253. The passage distinguishes between Associationism and Gestalt psychology by highlighting that:
(A) Associationism uses a computer metaphor while Gestalt psychology does not.
(B) Gestalt psychology is a reductionist view, whereas Associationism is holistic.
(C) Associationism focuses on piecemeal connections, while Gestalt focuses on holistic problem structures.
(D) Associationism explains feature integration, while Gestalt psychology explains problem-solving.

254. The Feature Integration Model is presented as an extension of which broader theoretical framework?
(A) Associationism
(B) Gestalt Psychology
(C) Metacognitive Theory
(D) The Information Processing model

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255. A psychologist who believes that complex thought arises from linking simpler ideas together based on their co-occurrence in experience would be most aligned with which perspective?
(A) Gestalt
(B) Information Processing
(C) Associationism
(D) Feature Integration

Direction : Please read the following source carefully.

Concept formation is a fundamental cognitive process that allows individuals to categorize objects, events, or ideas, thereby organizing and simplifying the vast amount of information they encounter. Concepts function as mental representations that group items sharing common properties. The formation of these concepts can be governed by specific rules. For instance, a conjunctive rule requires that an object must possess two or more specified features to be a member of the concept (e.g., a "pen" is a writing instrument and uses ink). In contrast, a disjunctive rule requires that an object must possess either one feature or another (e.g., a "strike" in baseball can be a swing-and-miss or a pitch in the strike zone). Various strategies are employed in learning these concepts, such as systematic testing of

(D) Proficiency in managing relationships and building networks.

242. In the "Unusual Uses Test," asking a person to list as many uses as possible for a brick primarily measures:
(A) Convergent thinking
(B) Metacognitive regulation
(C) Deductive reasoning
(D) Divergent thinking

243. The "Simultaneous Processing" function in the PASS model is crucial for tasks like:
(A) Reciting a phone number from memory.
(B) Solving Raven's Progressive Matrices.
(C) Understanding grammar and syntax.
(D) Following a sequence of dance steps.

244. A manager makes a hiring decision based on a "gut feeling" that the candidate is a good fit, despite mixed results on objective performance metrics. This decision is likely influenced by:
(A) Heuristics and intuition
(B) An algorithm
(C) A logical syllogism
(D) A means-end analysis

245. Consider the following elements of Guilford's Structure of Intellect model:
(i) Operations
(ii) Contents
(iii) Products
(iv) Factors
(v) Intelligences
Which of the above are correct components?
(A) (i), (ii), and (iii) only
(B) (iv) and (v) only
(C) (i), (ii), and (v) only
(D) All of the above

246. The idea that all thought consists of images was a central part of which historical school of thought?
(A) The Würzburg School
(B) Gestalt Psychology
(C) British Associationism
(D) Information Processing

247. The core difference between problem-solving and decision-making is that problem-solving is about ___, while decision-making is about ___.
(A) choosing an option; finding a path
(B) creativity; logic
(C) logic; creativity
(D) finding a path; choosing an option

248. Consider the following statements about Sternberg's Triarchic Theory:
Statement I: Robert Sternberg proposed the Triarchic Theory of Intelligence.
Statement II: The three components are Analytical, Creative, and Emotional intelligence.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

249. Which of the following best defines "metacognitive regulation"?
(A) The factual knowledge one has about their own cognition.
(B) The control and monitoring of one's own cognitive processes.
(C) The ability to think divergently.
(D) The ability to solve novel problems.

250. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The PASS theory of intelligence is derived from Luria's analysis of brain-damaged patients.
Reason (R): Luria identified three functional units of the brain responsible for arousal-attention, information coding (simultaneous/successive), and planning, which form the basis of the PASS model.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Direction : Please read the following source carefully.

The study of thought processes has been approached from several distinct theoretical perspectives, each offering a unique lens through which to understand cognition. Associationism, a foundational perspective, posits that thinking is

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275. A psychologist assessing a person based on their individual scores for verbal comprehension, number facility, and perceptual speed would be operating within the framework proposed by:
(A) Charles Spearman
(B) Both Spearman and Thurstone
(C) Louis L. Thurstone
(D) Neither Spearman nor Thurstone

Direction : Please read the following source carefully.

Building upon earlier psychometric work, later theories of intelligence incorporated hierarchical structures and information processing concepts. Raymond Cattell, for instance, proposed a distinction within Spearman's 'g' factor, dividing it into two primary components: fluid intelligence (Gf) and crystallized intelligence (Gc). Fluid intelligence is conceived as the ability to reason and solve novel problems, independent of any previously acquired knowledge. It is associated with abilities such as pattern recognition and abstract reasoning. In contrast, crystallized intelligence represents the ability to use skills, knowledge, and experience. It reflects the cumulative effect of learning and acculturation and is demonstrated in vocabulary and general knowledge. Arthur Jensen's work shifted focus to the speed of information processing as a core element of intelligence, suggesting that differences in 'g' could be explained by the efficiency of neural processing. Moving further into an information processing paradigm, Robert Sternberg developed his Triarchic Theory of Intelligence. This theory posits three distinct types of intelligence that work together: analytical intelligence (componential), which involves abstract reasoning and evaluation; creative intelligence (experiential), which relates to dealing with novelty and automating processes; and practical intelligence (contextual), which is the ability to adapt to, shape, and select everyday environments.

Based on the above source, attempt the following five questions.

276. According to Cattell's theory, which type of intelligence involves the ability to solve novel problems independent of acquired knowledge?
(A) Fluid intelligence (Gf)
(B) Crystallized intelligence (Gc)
(C) Analytical intelligence
(D) Practical intelligence

277. Sternberg's Triarchic Theory of Intelligence includes all of the following components EXCEPT:
(A) Analytical intelligence
(B) Creative intelligence
(C) Practical intelligence
(D) General intelligence ('g')

278. The ability to use accumulated knowledge and vocabulary to solve a crossword puzzle would be an example of:
(A) Fluid intelligence (Gf)
(B) Crystallized intelligence (Gc)
(C) The experiential subtheory
(D) Jensen's neural processing efficiency

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279. Arthur Jensen's contribution to intelligence theory, as described in the passage, was his focus on:
(A) The distinction between fluid and crystallized intelligence.
(B) The three components of analytical, creative, and practical abilities.
(C) The speed and efficiency of information processing.
(D) The role of experience and acculturation in shaping 'g'.

280. The "street smarts" or the ability to adapt to one's everyday environment is most closely related to which component of Sternberg's theory?
(A) Analytical intelligence
(B) Creative intelligence
(C) Componential intelligence
(D) Practical intelligence

Direction : Please read the following source carefully.

Contemporary theories of intelligence have expanded beyond traditional psychometric and cognitive constructs to include a wider range of human capabilities. Howard Gardner's Theory of Multiple Intelligences challenges the notion of a single, unitary intelligence, proposing instead at least eight distinct and relatively independent intelligences. These include linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. According to Gardner,

hypotheses about the relevant features. The primary role of concepts in thinking is cognitive economy; by grouping experiences, they reduce the need to learn and remember an infinite number of unique entities. Instead of treating every chair as a novel object, the concept of "chair" allows for efficient interaction with new examples. This categorization facilitates prediction, inference, and communication, making it a cornerstone of higher-order cognitive functions like reasoning and problem-solving.

Based on the above source, attempt the following five questions.

256. What is described as the primary role of concepts in thinking?
(A) To facilitate the use of disjunctive rules.
(B) To promote cognitive economy by grouping experiences.
(C) To encourage the learning of an infinite number of entities.
(D) To test hypotheses systematically in problem-solving.

257. A child learns that a "pet" can be a dog or a cat or a fish. According to the passage, this is an example of a concept defined by what kind of rule?
(A) A conjunctive rule
(B) A feature integration rule
(C) A hypothesis-testing rule
(D) A disjunctive rule

258. Based on the passage, which statement best illustrates the function of concepts?
(A) Recognizing a new type of table as a "table" because it shares properties with other tables.
(B) Memorizing the specific details of every single tree one encounters.
(C) Applying a complex mathematical formula to solve a problem.
(D) Remembering a long sequence of random numbers.

259. The passage suggests that without concepts, human cognition would be inefficient because:
(A) We would be unable to use conjunctive or disjunctive rules.
(B) Hypothesis testing would become the primary mode of thought.
(C) Every single object and event would need to be treated as a unique entity.
(D) Communication would rely solely on non-verbal cues.

260. According to the source, a concept requiring an item to be both "round" and "red" to be included would be governed by a:
(A) Conjunctive rule
(B) Disjunctive rule
(C) Categorization strategy
(D) Cognitive economy principle

Direction : Please read the following source carefully.

Problem-solving is a cognitive process directed at achieving a goal when no immediate solution is apparent. Problems can be broadly categorized by their structure. Well-defined problems have clear initial states, goal states, and constraints, making it evident when a solution has been reached. In contrast, ill-defined problems lack clarity in one or more of these aspects, making them more ambiguous and challenging. Individuals employ various strategies to navigate the problem space. Algorithms are step-by-step procedures that guarantee a solution if followed correctly, but they can be time-consuming. Heuristics, on the other hand, are mental shortcuts or "rules of thumb" that are generally efficient but do not guarantee a correct solution. Common heuristics include means-ends analysis and working backward from the goal. However, the path to a solution is often hindered by cognitive obstacles. One significant obstacle is functional fixedness, which is the tendency to perceive an object only in terms of its most common or conventional function, thereby inhibiting its use in a novel way. Another obstacle is mental set, the tendency to persist with problem-solving strategies that have worked in the past, even when they are no longer effective for the current problem. Overcoming these obstacles is often key to innovative problem-solving.

Based on the above source, attempt the following five questions.

261. According to the passage, what is the primary difference between an algorithm and a heuristic?
(A) Algorithms are used for ill-defined problems, while heuristics are for well-defined problems.

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(C) Rationality is limited by information, time, and biology.
(D) Emotion has no role in rational decision-making processes.

232. Which of the following best describes the 'Successive Processing' component of the PASS theory?
(A) Integrating stimuli into a single whole.
(B) Formulating a strategy for action.
(C) Maintaining focus on a task.
(D) Processing stimuli in a specific serial order.

233. Consider the following statements about intelligence types:
Statement I: 'Gf' or fluid intelligence is thought to decline with age.
Statement II: 'Gc' or crystallized intelligence is thought to decline with age.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

234. In Gardner's theory, a poet would be expected to have high _____ intelligence, while a scientist would have high _____ intelligence.
(A) Spatial; Interpersonal
(B) Linguistic; Logical-Mathematical
(C) Musical; Bodily-Kinesthetic
(D) Linguistic; Intrapersonal

235. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Functional fixedness can be a significant barrier to problem-solving.
Reason (R): It is a cognitive bias that limits a person to using an object only in the way it is traditionally used, thus preventing novel solutions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

236. The 'two-factor' theory of intelligence was proposed by whom?
(A) Spearman
(B) Thurstone
(C) Cattell
(D) Sternberg

237. Which of the following is NOT a type of concept discussed in concept formation literature?
(A) Conjunctive
(B) Disjunctive
(C) Algorithmic
(D) Relational

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238. Thinking about which study strategies have been most effective for you in the past is an example of:
(A) Divergent thinking
(B) Inductive reasoning
(C) A decision-making heuristic
(D) Metacognitive knowledge

239. The most fundamental difference between Spearman's and Thurstone's models of intelligence lies in:
(A) The statistical techniques they used.
(B) The number of factors they proposed (one general vs. multiple primary).
(C) Their views on the heritability of intelligence.
(D) Their emphasis on fluid versus crystallized intelligence.

240. Which of the following is a key finding from the research by Wallach and Kogan on the relationship between intelligence and creativity?
(A) Intelligence and creativity are deemed identical constructs.
(B) They are highly correlated regardless of test conditions.
(C) They are independent constructs in game-like situations.
(D) Creativity is a better predictor of academic success than intelligence.

241. 'Motivation' as a component of emotional intelligence, according to Goleman, refers to:
(A) The ability to understand the emotional makeup of other people.
(B) The ability to manage disruptive emotions and impulses.
(C) A passion to work for reasons that go beyond money or status.

(C) Only a model of decision-making
(D) A failure of metacognitive knowledge

269. The passage suggests a strong relationship between metacognition and decision-making by implying that:
(A) Decision-making models are a sub-component of metacognitive knowledge.
(B) Metacognitive regulation is only relevant for decisions made under certainty.
(C) Metacognitive abilities are crucial for selecting and adjusting strategies in decision-making.
(D) All decision-making is inherently a form of metacognitive knowledge.

270. A person's awareness that they are better at learning practical skills than theoretical concepts is an example of what aspect of metacognitive knowledge?
(A) Knowledge about the task.
(B) Knowledge about strategies.
(C) Knowledge about the evaluation of outcomes.
(D) Knowledge about oneself as a learner.

Direction : Please read the following source carefully.

Early psychometric theories of intelligence were dominated by the debate over its fundamental structure. Charles Spearman proposed a two-factor theory, arguing for the existence of a single, pervasive general intelligence factor, which he termed 'g'. According to Spearman, 'g' underlies performance on all cognitive tasks. In addition to this general factor, he acknowledged the presence of numerous specific factors, or 's' factors, each relevant to a particular type of task. An individual's performance on any given test was thus seen as a combination of their general intelligence ('g') and a specific ability ('s') for that test. This model suggested that individuals who performed well on one type of cognitive task were likely to perform well on others due to the common influence of 'g'. In direct opposition to this unitary view, Louis L. Thurstone proposed a multifactor theory of intelligence. Through factor analysis, he identified what he believed to be seven independent 'Primary Mental Abilities': verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and reasoning. Thurstone argued that intelligence was not a single entity but a composite of these distinct abilities, and a person's intelligence profile should be understood by their performance across these different domains rather than a single 'g' score.

Based on the above source, attempt the following five questions.

271. According to Charles Spearman's theory, an individual's performance on any cognitive task is a result of:
(A) Only the general intelligence factor ('g').
(B) The seven Primary Mental Abilities.
(C) A combination of the 'g' factor and a relevant 's' factor.
(D) Only a specific ability ('s') for that task.

272. What is the fundamental point of disagreement between Spearman's and Thurstone's theories of intelligence?
(A) Spearman used factor analysis, while Thurstone did not.
(B) Spearman emphasized a single general factor, while Thurstone proposed multiple independent abilities.
(C) Thurstone proposed a unitary view of intelligence, while Spearman proposed a multifactorial view.
(D) Thurstone's theory included 's' factors, whereas Spearman's did not.

273. Which of the following is NOT listed in the passage as one of Thurstone's Primary Mental Abilities?
(A) Verbal comprehension
(B) Spatial visualization
(C) Word fluency
(D) Emotional intelligence

274. The idea that a person who is good at mathematics is also likely to be good at logic puzzles would be best explained by which concept from Spearman's theory?
(A) The operation of the 'g' factor.
(B) The influence of distinct 's' factors.
(C) The presence of associative memory.
(D) The independence of Primary Mental Abilities.

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(B) Heuristics are step-by-step procedures, while algorithms are mental "rules of thumb".
(C) Heuristics are immune to obstacles like mental set, while algorithms are not.
(D) Algorithms guarantee a solution, whereas heuristics are efficient shortcuts that may not.

262. A student keeps trying to solve a new type of math problem using the exact same method that worked for a previous, different type of problem, despite failing repeatedly. This is a classic example of which obstacle?
(A) Functional fixedness
(B) A mental set
(C) An ill-defined problem
(D) Means-ends analysis

263. The inability to realize that a coin could be used as a screwdriver to tighten a loose screw best illustrates:
(A) A mental set
(B) An algorithmic approach
(C) Functional fixedness
(D) An ill-defined problem

264. Which of the following scenarios best describes an ill-defined problem as characterized in the passage?
(A) Solving a Rubik's Cube.
(B) Finding the square root of 64.
(C) Following a recipe to bake a cake.
(D) Designing a plan to "achieve world peace".

265. Based on the passage, a problem-solver employing a means-ends analysis is using which type of problem-solving strategy?
(A) A heuristic
(B) An algorithm
(C) Functional fixedness
(D) A mental set

Direction : Please read the following source carefully.

Decision-making, a critical cognitive process, involves selecting a course of action from among several alternatives. Models of decision-making often categorize choices based on the certainty of their outcomes. For instance, some models focus on rational choices under conditions of uncertainty, weighing probabilities and expected utility. Beyond the act of deciding, effective cognition involves metacognition, often described as "thinking about thinking." Metacognition comprises two main components: metacognitive knowledge and metacognitive regulation. Metacognitive knowledge refers to an individual's awareness and understanding of their own cognitive processes and capabilities. This includes knowledge about oneself as a learner (e.g., "I learn better by seeing than by hearing"), knowledge about the task at hand (e.g., "This requires memorization, not deep analysis"), and knowledge about available strategies (e.g., "Mnemonic devices would be useful here"). Metacognitive regulation, in contrast, involves the control and monitoring of one's cognitive activities. This includes processes like planning a course of action, monitoring comprehension and progress toward a goal, and evaluating the outcome of one's efforts. Effective decision-making and problem-solving are thus heavily reliant on robust metacognitive abilities, allowing individuals to select appropriate strategies, monitor their effectiveness, and adjust their approach as needed.

Based on the above source, attempt the following five questions.

266. Which component of metacognition is best described as "knowledge about one's own cognitive processes"?
(A) Metacognitive regulation
(B) Metacognitive knowledge
(C) Metacognitive utility
(D) Metacognitive planning

267. According to the passage, the process of planning one's approach to a task, monitoring progress, and evaluating the final outcome falls under:
(A) Metacognitive knowledge
(B) Metacognitive regulation
(C) Task-specific knowledge
(D) Decision-making under uncertainty

268. A student realizing that rereading a chapter is not helping them understand a concept and deciding to switch to drawing a diagram instead is demonstrating:
(A) Metacognitive regulation
(B) Only metacognitive knowledge

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these intelligences represent different ways individuals process information and interact with the world. Similarly, Daniel Goleman popularized the concept of Emotional Intelligence (EI), which he defined as the ability to perceive, control, and evaluate emotions in oneself and others. Goleman's model highlights self-awareness, self-regulation, motivation, empathy, and social skills as key components of EI, arguing they are as crucial for success as traditional cognitive intelligence. Another influential model is the PASS theory of intelligence, developed by J.P. Das, Jack Naglieri, and Kirby. Based on Luria's work on brain function, PASS stands for Planning, Attention-Arousal, Simultaneous, and Successive processing. This theory conceptualizes intelligence as a set of four interrelated cognitive processes that are fundamental to learning and performance, offering a framework for understanding cognitive strengths and weaknesses.

Based on the above source, attempt the following five questions.

281. Which theory of intelligence proposes that abilities such as musical, bodily-kinesthetic, and interpersonal skills are distinct forms of intelligence?
(A) Gardner's Theory of Multiple Intelligences
(B) Emotional Intelligence (EI)
(C) The PASS Theory
(D) Sternberg's Triarchic Theory

282. The ability to perceive and manage one's own emotions and the emotions of others is the central focus of the theory associated with:
(A) J.P. Das, Kar & Parrila
(B) Daniel Goleman
(C) Howard Gardner
(D) J.P. Guilford

283. The acronym PASS in the PASS theory of intelligence stands for:
(A) Practical, Analytical, Social, and Self-aware.
(B) Planning, Attention-Arousal, Simultaneous, and Successive.
(C) Perception, Association, Sensation, and Spatial.
(D) Problem-solving, Analysis, Synthesis, and Solution.

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284. A key argument of Howard Gardner's theory, as presented in the passage, is that:
(A) There are multiple, relatively independent intelligences.
(B) Emotional intelligence is the most important intelligence.
(C) Intelligence is a single entity best measured by IQ tests.
(D) Cognitive processes can be broken down into four main functions.

285. The PASS theory, developed by Das, Kar & Parrila, conceptualizes intelligence as a set of:
(A) Eight distinct and independent abilities.
(B) Emotional and social competencies.
(C) Four interrelated cognitive processes.
(D) Fluid and crystallized cognitive abilities.

Direction : Please read the following source carefully.

The psychological study of creativity gained significant momentum through the work of theorists who sought to define and measure it as a distinct cognitive ability. J.P. Guilford made a seminal contribution by distinguishing between two types of thinking: convergent and divergent. Convergent thinking is directed towards finding a single, correct solution to a problem, a process heavily emphasized in traditional intelligence tests. In contrast, divergent thinking involves generating multiple, unique ideas or solutions from a single starting point. Guilford associated divergent thinking directly with creativity, proposing that it could be assessed through measures of fluency (the number of ideas), flexibility (the number of different categories of ideas), originality (the statistical rarity of ideas), and elaboration (the level of detail in the ideas). Building on this framework, E. Paul Torrance developed the Torrance Tests of Creative Thinking (TTCT), which became one of the most widely used instruments for assessing creativity in both children and adults. These tests are designed to measure the divergent thinking abilities outlined by Guilford. For example, a test taker might be asked to list as many unusual uses for a cardboard box as possible, with their responses scored for fluency, flexibility, originality, and elaboration, providing a comprehensive profile of their creative potential.

Based on the above source, attempt the following

five questions.

286. According to J.P. Guilford, what is the primary distinction between convergent and divergent thinking?
(A) Convergent thinking generates many solutions, while divergent thinking finds one correct solution.
(B) Convergent thinking is associated with creativity, while divergent thinking is associated with intelligence.
(C) Convergent thinking is measured by fluency, while divergent thinking is measured by accuracy.
(D) Convergent thinking seeks a single correct answer, while divergent thinking generates multiple possibilities.

287. Which type of thinking did Guilford associate most directly with creativity?
(A) Convergent thinking
(B) Analytical thinking
(C) Divergent thinking
(D) Practical thinking

288. The Torrance Tests of Creative Thinking (TTCT) were designed to measure which of the following?
(A) General intelligence ('g')
(B) Divergent thinking abilities
(C) Emotional intelligence (EI)
(D) Convergent thinking abilities

289. As described in the passage, a person's ability to generate a large number of different categories of ideas in a brainstorming session would be a measure of their:
(A) Fluency
(B) Originality
(C) Elaboration
(D) Flexibility

290. E. Paul Torrance's work is presented as an extension and application of the theoretical framework established by:
(A) J.P. Guilford
(B) Howard Gardner
(C) Robert Sternberg
(D) Charles Spearman

Direction : Please read the following source carefully.

Beyond the psychometric measurement of divergent thinking, other researchers have explored the personality and contextual factors that influence creativity. The work of Jacob Getzels and Philip Jackson was particularly influential in examining the relationship between creativity and intelligence in educational settings. In their study, they identified two groups of students: one with high IQ scores but lower creativity scores, and another with high creativity scores but lower IQ scores. They found that the high-creativity group, despite having lower IQs than the high-IQ group, performed equally well on academic achievement tests. This suggested that traditional intelligence tests were missing a crucial dimension of cognitive ability and that creativity could be an independent predictor of academic success. Michael Wallach and Nathan Kogan approached creativity from a different angle, emphasizing the importance of the assessment context. They argued that creativity is best expressed in a permissive, game-like, and non-evaluative environment, as opposed to the typical timed and high-pressure setting of a test. Their research suggested that when individuals are free from the pressure of being judged, their thinking becomes more associative and playful, leading to more novel and original ideas. This perspective highlights the role of context and mindset in either fostering or inhibiting creative expression.

Based on the above source, attempt the following five questions.

291. A major finding from the Getzels and Jackson study was that:
(A) Students with high IQs were always more creative than students with lower IQs.
(B) Academic achievement was solely dependent on IQ scores.
(C) Students with high creativity and lower IQs performed as well academically as high-IQ students.
(D) Creativity could only be measured in a game-like context.

292. What was the central argument of Wallach and Kogan regarding the assessment of creativity?
(A) A permissive, non-evaluative environment is most conducive to creative expression.
(B) Creativity can only be measured using timed, high-pressure tests.

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(C) Creativity is identical to intelligence and should be measured with IQ tests.
(D) Divergent thinking tests are invalid measures of creativity.

293. The research by Getzels and Jackson challenged the traditional view of academic success by suggesting that:
(A) High IQ is the only reliable predictor of achievement.
(B) Creativity is not relevant to academic performance.
(C) High-creativity students consistently underperform in academics.
(D) Traditional intelligence tests may not capture all abilities relevant to academic success.

294. According to Wallach and Kogan, what kind of thinking is fostered by a game-like and permissive atmosphere?
(A) Convergent and rigid thinking.
(B) Associative and playful thinking.
(C) Evaluative and critical thinking.
(D) Timed and pressured thinking.

295. The work of Getzels and Jackson primarily focused on the relationship between creativity and:
(A) Divergent thinking in a test-like setting.
(B) The role of context in creative expression.
(C) Intelligence and academic achievement.
(D) The components of emotional intelligence.

Direction : Please read the following source carefully.

The relationship between intelligence and creativity is complex and has been a subject of considerable debate. While distinct concepts, they are not entirely independent. Many theories suggest that a certain level of intelligence is a necessary, but not sufficient, condition for high levels of creativity. This idea is encapsulated in the "threshold hypothesis," which posits that above a certain IQ threshold (often cited around 120), intelligence and creativity become largely uncorrelated. Below this threshold, a positive correlation is observed, suggesting that a baseline level of analytical ability, as measured by IQ tests, is needed to acquire the knowledge and skills upon which creativity can operate. However, beyond that point, other factors such as personality, motivation, and thinking styles like Guilford's divergent thinking become more important determinants of creative output. Theorists like Sternberg have integrated this relationship into their models. In his Triarchic Theory, both analytical intelligence (akin to traditional IQ) and creative intelligence are essential components of successful intelligence. One needs analytical skills to evaluate the novelty and appropriateness of ideas, while creative intelligence is needed to generate those ideas in the first place. Thus, rather than being mutually exclusive, intelligence and creativity are often viewed as interacting cognitive capacities that contribute to high-level achievement.

Based on the above source, attempt the following five questions.

296. What does the "threshold hypothesis" regarding intelligence and creativity propose?
(A) That intelligence and creativity are completely independent constructs at all levels of IQ.
(B) That a high level of creativity is a necessary condition for a high level of intelligence.
(C) That creativity is positively correlated with IQ at all levels, but the relationship is weak.
(D) That above a certain IQ level, intelligence ceases to be a strong predictor of creativity.

297. According to the passage, the relationship between intelligence and creativity is best described as:
(A) Interacting, with intelligence being a necessary but not sufficient condition for creativity.
(B) Entirely independent and unrelated.
(C) Identical, with creativity being another name for intelligence.
(D) Mutually exclusive, where high intelligence implies low creativity.

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298. Below the IQ threshold mentioned in the hypothesis, what is the observed relationship between intelligence and creativity?
(A) A negative correlation
(B) A positive correlation
(C) No correlation
(D) A curvilinear relationship

choices about how to approach learning tasks and which resources to utilize.

24. (A) Emotional Regulation
Louis Thurstone's model of intelligence focused on specific cognitive domains that contribute to overall mental performance. These primary abilities include tasks related to word meaning, spatial reasoning, and the speed of identifying visual details. However, skills related to managing emotions or social interactions were not part of his original framework. His work aimed to identify core intellectual factors through statistical analysis, emphasizing traditional cognitive skills rather than emotional regulation.

25. (A) Both A and R are true and R is the correct explanation of A.
J.P. Guilford identified that standard intelligence tests often focus on finding a single correct answer, which he termed convergent thinking. He argued that this approach fails to account for the ability to produce multiple novel solutions, which is essential for creativity. By introducing the concept of divergent production, he provided a more comprehensive way to evaluate intellectual potential, highlighting that creative talent is a distinct and measurable aspect.

26. (A) A digital computer
The information-processing perspective uses the digital computer as a metaphor for the human mind to explain how we think. This approach suggests that cognitive processes involve several stages, including taking in data, storing it in memory, and retrieving it for use. By analyzing these steps, researchers can study how limitations in capacity affect performance. This framework emphasizes the systematic and computational nature of mental operations during complex tasks.

27. (D) Das, Kar, & Parrila
The PASS theory of intelligence provides a modern framework based on the neuropsychological research of Alexander Luria. It was developed by researchers who focused on four essential cognitive processes: planning, attention, simultaneous processing, and successive processing. This model emphasizes the importance of brain function in understanding how individuals process information and solve problems. By identifying these specific processes, the theory offers a comprehensive way to assess intellectual abilities.

28. (B) Cognitive bias where past investments influence future decisions.
The sunk cost fallacy is a common cognitive bias where individuals continue an endeavor based on the amount of resources already invested, rather than considering future costs and benefits. This irrational behavior occurs because people want to avoid the feeling of wasting past efforts, even when continuing is likely to lead to further losses. Recognizing this bias is crucial for rational decision-making, allowing for objective evaluations of choices.

29. (C) The link between creativity and a game-like atmosphere.
Research into creativity often emphasizes the importance of the testing environment on performance. Wallach and Kogan suggested that traditional, high-pressure test settings might inhibit creative thinking. They advocated for assessing creativity in relaxed, non-evaluative contexts to allow for the free flow of ideas. Their findings indicated that when evaluative pressure is removed, the relationship between intelligence and creativity changes, highlighting the impact of social factors on output.

30. (A) Both Statement I and Statement II are true.
Arthur Jensen's theory categorizes learning abilities into two distinct levels based on the complexity of the task. The first level involves simple associative learning and rote memory, which are relatively basic processes. The second level involves more complex cognitive functions, such as abstract reasoning and conceptual problem-solving. This distinction highlights that some mental tasks require more transformation of information than others, forming a hierarchy of skills among individuals.

31. (A) The joint presence of two or more attributes.
A conjunctive concept is a type of mental category defined by the simultaneous presence of two or more specific features. For a particular object to belong to this category, it must possess all the required attributes at the same time. This rule-based approach to concept formation helps individuals organize information by

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ANSWERS

1. (B) The formation of connections between mental elements
Associationism posits that complex mental states are constructed from simple sensations or ideas through specific connections. These links are formed primarily based on principles such as contiguity, frequency, and similarity. By connecting elementary mental units, the mind builds more sophisticated thought processes and memory structures. This perspective suggests that thinking is essentially a chain of learned associations rather than a holistic or innate organizational process within the human mind.

2. (A) Anne Treisman
Anne Treisman developed the Feature Integration Model to explain how humans perceive objects. This theory proposes a two-stage process for attention and perception. Initially, basic features like color and orientation are processed automatically and in parallel across the visual field. Subsequently, focused attention is required to bind these disparate features into a coherent mental representation of a single object, allowing for accurate identification and complex visual processing.

3. (C) Statement I is true, but Statement II is false.
Concepts are mental representations of categories that serve as essential building blocks for thought by grouping similar items or ideas together. This cognitive process significantly enhances efficiency by allowing individuals to apply existing knowledge to new, unfamiliar objects within a known category. Rather than analyzing every detail of every encounter, concepts enable rapid identification and generalization. Consequently, thinking becomes more streamlined and effective through organized and logical categorization.

4. (A) P-3, Q-1, R-4, S-2
Various theorists offer unique frameworks for understanding human cognitive abilities through different models. Charles Spearman identified a general factor underlying all tasks, while Louis Thurstone focused on distinct primary abilities. Howard Gardner expanded the definition to include diverse domains like music and interpersonal skills. Finally, Daniel Goleman emphasized the significance of understanding and managing emotions. These diverse perspectives highlight the multifaceted nature of human intelligence and its measurement.

5. (C) Insight
The sudden realization of a solution after a period of rest illustrates the phenomenon where the mind restructures a problem. This cognitive shift allows individuals to perceive new relationships between elements that were previously overlooked. Unlike gradual trial and error, this process results in a clear and immediate understanding of the correct path. It highlights the productive nature of thinking and the importance of mental organization in solving challenges.

6. (B) It views thinking as a holistic process of organization.
The Gestalt approach views thinking as a holistic process where the mind organizes information into meaningful patterns. Rather than focusing on individual components, this perspective emphasizes how people perceive the relationships between parts to form a coherent whole. Problem-solving involves restructuring these mental representations to gain a deeper understanding of the situation. This view highlights the active and productive nature of human thought processes during complex tasks.

7. (D) Language structure influences how speakers perceive the world.
The Sapir-Whorf hypothesis suggests that the grammatical and lexical structures of a specific language shape how its speakers conceptualize their environment. By providing certain categories and emphasizing specific distinctions, language acts as a filter for perception. This means that individuals speaking different languages may perceive and remember events differently based on the linguistic tools available to them, indicating a deep and lasting connection between language and cognition.

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processes. This includes the ability to monitor performance and regulate behavior to improve results. By being aware of their own learning strategies and cognitive limits, individuals can better manage their time and effort. This self-regulatory function is essential for effective problem-solving and academic success, as it allows for ongoing adjustment and refinement.

56. (A) A Syllogism
A syllogism is a formal logical argument consisting of three parts: a major premise, a minor premise, and a conclusion. This structure is a classic example of deductive reasoning, where a specific fact is derived from general principles. If the two starting statements are true and the logical connection is valid, then the final conclusion must also be true. This method is used to ensure clarity and consistency in thinking, providing a rigorous evaluation of arguments.

57. (B) (i), (ii), (iv), (iii)
The PASS theory of intelligence identifies four essential cognitive processes necessary for intellectual functioning. These include maintaining alertness through attention, organizing information simultaneously or in a specific sequence, and managing activities through planning. While the letters form a convenient name, the model describes how these functions interact rather than a strict chronological order. Each component plays a vital role in how the brain handles information and solves problems, reflecting specific neurological structures and systems.

58. (D) Spatial Reasoning
Emotional intelligence encompasses skills related to managing oneself and others in social contexts. The original framework includes self-awareness, self-regulation, motivation, empathy, and social skills. These abilities are distinct from traditional cognitive measures like spatial reasoning. By focusing on how individuals handle internal states and relationships, this model provides a different perspective on success that goes beyond academic achievement. It emphasizes the importance of emotional competence in personal and professional effectiveness across various domains.

59. (A) Gestalt psychology
Gestalt psychology emphasizes that problem-solving often involves a sudden restructuring of how a situation is perceived. This cognitive shift leads to an immediate realization of the solution, frequently described as an "aha!" moment. Rather than relying on a slow associative process, this perspective suggests that the mind seeks to organize elements into a meaningful whole. When the correct relationship between parts is grasped, the solution becomes clear, highlighting the productive and holistic nature of thought.

60. (B) (ii) and (iii) only
Crystallized intelligence refers to the ability to use knowledge and skills acquired through education and experience. This type of ability is reflected in tasks that require information retrieval, such as knowing historical facts or the meaning of specific words. Unlike fluid intelligence, which involves solving novel problems without prior knowledge, crystallized skills tend to remain stable or increase with age. These tasks demonstrate how people apply their accumulated learning to understand and interact with their world.

61. (C) To allow for cognitive economy and generalization.
Concepts play a vital role in cognition by allowing the mind to group similar objects and ideas into manageable categories. This process provides cognitive economy, as individuals do not need to learn every detail about every new item. Instead, they can apply generalized knowledge about a category to any of its members. This ability makes thinking faster and more efficient, enabling people to communicate effectively and navigate their environment with significantly less mental effort.

62. (A) Trial and Error
Trial and error is a basic problem-solving strategy where an individual attempts various solutions until one is found that works. This approach is often used when no clear rule or algorithm is available to guide the process. By experimenting with different combinations and learning from the results of each attempt, a person can eventually discover a successful outcome. While this method can be time-consuming and

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a key component in standardized measures of creative thinking.

16. (D) Statement I is false, but Statement II is true.
Mental shortcuts often provide efficient ways to make judgments, but they do not guarantee perfect results. One common strategy involves estimating the likelihood of an event based on how quickly relevant examples come to mind. If an instance is easily recalled, people tend to perceive the event as more frequent or probable. While this method saves time, it can lead to biases when memorable or vivid events overshadow reality.

17. (C) (i), (ii), (iv), and (v) only
Howard Gardner proposed that human intelligence is not a single entity but a collection of distinct and relatively autonomous modules. His theory includes traditional academic skills like linguistic and logical-mathematical abilities, as well as domains like bodily-kinesthetic and interpersonal skills. By moving away from a single general factor, this framework recognizes a wide range of human talents. Each type of intelligence represents a different way of processing information.

18. (A) A mental set
A mental set occurs when an individual persists in using a previously successful problem-solving strategy, even when it is no longer appropriate for the current situation. This cognitive rigidity prevents the person from seeing new or more effective ways to approach a challenge. Reliance on outdated methods for different technology demonstrates how past experiences can interfere with the ability to solve problems in a novel or changing and modern context.

19. (C) Guilford - Divergent and Convergent Production
J.P. Guilford made significant contributions to the study of human intellect by distinguishing between two different types of thinking processes. One involves searching for a single, correct answer to a well-defined problem, while the other focuses on generating multiple creative solutions for open-ended challenges. These concepts of convergent and divergent production became central to the psychological understanding of creativity and its measurement through various standardized assessments.

20. (B) P-3, Q-4, R-1, S-2
Various psychological models describe human cognition through different frameworks. Some view the mind as a system that encodes, stores, and retrieves data like a computer. Others focus on the stages of attention or the components of intelligence, such as analytical and practical skills. Some theories even link cognitive processes to specific neurological functions like planning and simultaneous processing. Each of these models provides a unique perspective.

21. (C) A step-by-step procedure that guarantees a solution.
An algorithm is a methodical, logical rule or procedure that ensures a correct solution to a specific problem. By following a predetermined set of steps, an individual can eventually find the right answer, although the process may be time-consuming compared to using mental shortcuts. This systematic approach is common in mathematics and computer programming, where precision and certainty are required to reach the desired outcome every time.

22. (B) Practical Intelligence
Practical intelligence involves the ability to manage everyday challenges and successfully navigate one's environment. This capacity, often described as common sense, allows individuals to adapt to changing circumstances, shape their surroundings to fit their needs, or find new environments when necessary. Unlike academic or creative skills, this form of intelligence is highly contextual and focuses on the application of knowledge to real-world situations, helping individuals thrive.

23. (D) Knowing that you are better at learning from visuals than from text.
Declarative metacognitive knowledge involves factual awareness of one's own cognitive processes and abilities. This includes understanding personal strengths and weaknesses, such as recognizing which learning formats are most effective for oneself. Knowing that visual aids are more helpful than text-based information is a clear example of this self-awareness. Such knowledge allows individuals to make better

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of alternative perspectives. This bias can hinder critical thinking and prevent objective decision-making in various social contexts.

40. (A) Both A and R are true and R is the correct explanation of A.
The development of computer science provided a powerful analogy for understanding human thought processes. This perspective models the mind as a system that handles information through a series of logical stages. Just as a machine takes in data, processes it according to rules, and produces an output, the human brain performs similar operations. This framework has been instrumental in studying memory and problem-solving by breaking down complex activities into manageable steps.

41. (C) Inductive reasoning
Inductive reasoning is a logical process where multiple specific observations are used to form a broader generalization. This type of thinking allows individuals to identify patterns and trends in their experiences, which can then be applied to new situations. While the resulting conclusions are not guaranteed to be true, they provide a probable basis for understanding the world. This approach is fundamental to scientific discovery and everyday learning through experience and observation.

42. (A) High intelligence is necessary but does not guarantee high creativity.
The threshold hypothesis suggests that the relationship between intelligence and creativity changes at different levels of IQ. Below a certain point, a minimum level of intellectual ability is necessary to engage in creative work. However, once this requirement is met, having a higher IQ does not automatically lead to greater creativity. At this stage, other factors like motivation, personality, and thinking styles become more important in determining an individual's creative output.

43. (D) Deciding to spend more time studying a topic you find difficult.
Regulating one's own learning involves making conscious decisions to improve comprehension and performance. When an individual recognizes that a topic is challenging and chooses to allocate more time to study it, they are actively managing their cognitive resources. This process of planning and adjusting behavior based on self-assessment is a key part of metacognition. It goes beyond simple awareness and involves taking specific actions to ensure that learning goals are achieved.

44. (C) (i), (iii), and (iv)
Robert Sternberg's triarchic theory describes intelligence as consisting of three distinct parts that interact to produce successful behavior. These components include analytical, creative, and practical intelligence. This framework provides a broader view of human ability than traditional models, emphasizing that success depends on more than just academic skills. By integrating evaluation, novelty, and environmental adaptation, the theory addresses how people thrive in diverse contexts through different cognitive strengths.

45. (C) Planning
Within the PASS theory of intelligence, planning is a critical executive function responsible for directing and controlling cognitive activity. This process involves setting goals, choosing appropriate strategies to solve problems, and monitoring progress toward the desired outcome. It allows individuals to be intentional and organized in their thinking. As a higher-order mental operation, it coordinates other processes like attention and information coding to ensure that tasks are completed efficiently and successfully.

46. (B) Expected Utility Model
The expected utility model is a rational approach to decision-making that assumes individuals choose the option that maximizes their overall benefit. This model requires the decision-maker to have complete information about all possible alternatives and their outcomes. By calculating the value and probability of each choice, a person can identify the most advantageous path. While logically sound, it often fails to account for the cognitive limitations and biases that influence behavior.

47. (D) The total number of ideas generated.
Fluency is a key measure of divergent thinking that focuses on the quantity of ideas generated in response to a prompt. In creative assessments,

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requiring a combination of characteristics. It is a fundamental way the mind groups objects based on shared and overlapping properties.

32. (B) Failing to think of using a coin to turn a screw when a screwdriver is not available.
Functional fixedness is a cognitive bias that prevents individuals from seeing an object as having functions other than its traditional one. This mental block can hinder problem-solving when a novel use for a common item is required. For example, failing to recognize that a small metal disc could serve as a tool for turning a screw illustrates this limited perspective. Overcoming this barrier is essential for innovative solutions to practical challenges.

33. (B) A. R. Jensen
Several psychologists have made significant contributions to our understanding of creative thinking through various tests and theoretical models. While some developed assessments of divergent thinking or explored the link between creativity and personality, others focused on different aspects of human ability. Arthur Jensen is primarily known for his research on the heritability of intelligence and the distinction between associative and complex learning levels, rather than the study of creativity.

34. (A) Integrate stimuli into a coherent Whole.
In the PASS theory of intelligence, simultaneous processing refers to the mental ability to integrate separate elements into a single, unified whole. This process allows individuals to perceive the relationships between different parts of a stimulus simultaneously. It is essential for tasks that require seeing the "big picture," such as understanding geometric shapes or grasping the meaning of a diagram. This form of information coding is distinct from sequential processing.

35. (C) P-3, Q-4, R-1, S-2
Problem-solving involves various mental strategies and phenomena. Some methods provide a step-by-step guarantee of success, while others offer flexible but uncertain rules of thumb. Sometimes, a solution appears suddenly through a novel realization of relationships. In other cases, individuals may get stuck in a familiar way of approaching a task, which can either help or hinder progress. Understanding these different concepts helps explain how humans navigate challenges and find success.

36. (D) Self-awareness
Emotional intelligence consists of several key skills that enable individuals to handle their own emotions and social interactions effectively. A fundamental component of this framework is self-awareness, which involves the ability to recognize and understand one's own moods and emotions. This foundational skill allows people to monitor their internal states and understand how their feelings impact their behavior. Without this awareness, regulating emotions and developing empathy toward others becomes difficult.

37. (C) High creativity students performed as well as high IQ students.
A landmark study on student performance found that those with high creative potential often achieved academic results comparable to those with high traditional intelligence scores. This research highlighted that standard IQ tests might not fully capture all forms of talent that contribute to school success. It suggested that creativity and intelligence are distinct constructs, and focusing solely on one could overlook students who excel in original thinking and innovative problem-solving.

38. (C) (i), (ii), and (iii) only
Concept formation involves several mental strategies used to identify the rules that define a category. Individuals may systematically test hypotheses by focusing on specific attributes or by scanning various instances to find common features. Sometimes, people use more informal trial and error methods to discover the correct classification. These active search processes are essential for organizing information. While some methods are more systematic than others, they all contribute to building representations.

39. (D) Confirmation Bias
Confirmation bias is a cognitive obstacle where individuals tend to seek out and favor information that aligns with their existing beliefs. This tendency leads people to ignore evidence that contradicts their views, resulting in a distorted perception of reality. By only engaging with supportive sources, a person reinforces their current stance and avoids the challenge

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8. (C) (i), (ii), and (iii) only
Regulating cognitive activities involves active control through specific executive processes. Planning entails setting goals and selecting appropriate strategies before beginning a task. Monitoring requires checking one's progress and understanding during the activity to ensure goals are met. Evaluating involves assessing the final outcome and the effectiveness of the strategies used. These components work together to help learners manage their own thinking and improve overall performance in complex tasks.

9. (C) Brainstorming
Effective problem-solving can be hindered by various cognitive biases and fixed mental patterns. However, certain techniques are specifically designed to enhance the generation of creative solutions. By encouraging the free flow of ideas without immediate judgment, individuals can overcome barriers like functional fixedness or mental sets. This approach fosters divergent thinking and allows for the exploration of multiple perspectives, ultimately leading to more innovative and successful outcomes.

10. (A) Generating varied and unique solutions to an open problem.
Creativity involves the ability to generate a wide range of potential solutions for problems that do not have a single correct answer. This process, known as divergent production, emphasizes variety, uniqueness, and the quantity of ideas. It allows individuals to explore different paths and think outside traditional boundaries. Such cognitive flexibility is essential for innovation and artistic expression, distinguishing it from convergent thinking which seeks one specific result.

11. (C) A is true but R is false.
Fluid intelligence involves the capacity to think logically and solve novel problems in unfamiliar situations, independent of schooling. Research indicates this ability is biologically based and generally peaks in early adulthood before declining. In contrast, crystallized intelligence depends on accumulated knowledge and experience, remaining stable or increasing over time. Therefore, while the assertion about the decline is correct, the reason provided misidentifies the nature and dependency of fluid intelligence.

12. (B) He argued for the supremacy of a single, general factor ('g').
Louis Thurstone challenged the idea of a single overarching intelligence factor by identifying several independent primary mental abilities. Using advanced statistical methods like factor analysis, he argued that human intellect is composed of distinct clusters of skills, such as verbal comprehension, word fluency, and spatial visualization. This model suggests that a person could be strong in one area while being average in another, offering a more nuanced view.

13. (C) The awareness and understanding of one's own cognitive processes.
Metacognition involves a high-level awareness of one's own thinking and learning processes. This specific type of knowledge includes understanding how one learns best, the nature of the task at hand, and which strategies are most effective for achieving success. By being aware of their own cognitive strengths and weaknesses, individuals can better monitor and regulate their behavior during complex tasks, leading to more efficient and successful learning.

14. (A) (ii), (iii), (i), (iv)
Intelligence research evolved from early two-factor theories in the early twentieth century to models of primary mental abilities. Later, more complex theories emerged, such as the triarchic theory, which focuses on how different types of intelligence interact. Finally, theories of multiple intelligences expanded the scope of human potential to include diverse domains. This historical progression reflects a shift from single-factor models toward multifaceted and highly contextual cognitive frameworks.

15. (A) Elaboration
Divergent thinking is a multifaceted construct involving several distinct cognitive abilities used to generate creative ideas. Beyond producing many ideas or switching between different categories, it also involves adding detail and complexity to a basic concept. This process of elaboration allows for the refinement and expansion of an initial thought into a more complete and sophisticated solution, which is

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this refers to the total number of relevant and appropriate responses produced within a set time. While it does not account for the quality or uniqueness of the ideas, high fluency suggests a fast and abundant flow of thought. This ability is foundational for creativity, increasing the chances of finding innovative solutions.

48. (A) Gardner - Triarchic theory
Several psychologists are known for specific theories that categorize human abilities. While some proposed a general factor or specific skills, others focused on multiple independent modules or the role of experience. However, a common misconception involves attributing the triarchic theory to Howard Gardner, who actually proposed the theory of multiple intelligences. Misidentifying these frameworks can lead to a misunderstanding of how different researchers view the structure and nature of human cognitive capabilities.

49. (C) Disjunctive
A disjunctive concept is defined by a rule that requires the presence of at least one of several possible attributes. Unlike a conjunctive concept, which requires all features to be present, this type allows for membership if any single condition is met. This flexible categorization rule is common in everyday life and helps individuals group objects that may appear different but share a defining property, making the organization of complex information more manageable.

50. (B) P-3, Q-1, R-2
J.P. Guilford's model organizes intelligence into three dimensions to describe different mental tasks. One dimension covers mental processes, such as evaluation and divergent production. Another dimension focuses on the nature of information being processed, like visual shapes or symbols. The third dimension describes the results, such as identifying categories or units. By combining these elements, the model identifies numerous unique factors that contribute to overall intellectual performance across a wide range of tasks.

51. (C) Statement I is true, but Statement II is false.
Deductive reasoning is a logical process that starts with a general rule and applies it to a specific case to reach a certain conclusion. If the initial premises are true and the logic is valid, the result must be correct. A classic example is the syllogism, which uses two related statements to derive a third. Unlike inductive reasoning, which makes probable generalizations, deduction provides a rigorous way to move from universal principles to particular facts.

52. (B) Automatically and without focused attention.
According to the Feature Integration Model, the initial stage of perception happens automatically and without conscious effort. During this preattentive phase, the brain processes basic visual features like color, shape, and orientation in parallel across the entire visual field. This rapid analysis occurs before the individual focuses their attention on any specific object. It allows for the quick detection of unique items that "pop out" from their surroundings before feature binding occurs.

53. (C) Interpersonal Intelligence
Interpersonal intelligence involves the capacity to understand and relate effectively to other people. This ability includes being sensitive to others' emotions, motivations, and social cues. Individuals with high levels of this intelligence are often skilled at communication, conflict resolution, and working collaboratively. They can accurately perceive subtle signals and respond in a way that fosters positive relationships. This skill is crucial for success in professions like teaching, counseling, sales, and various leadership roles.

54. (D) Sensory experiences or ideas
Associationism suggests that complex thoughts are formed by linking simple sensory experiences or ideas. This perspective posits that our mental life is built from basic units that become connected through principles like proximity in time or space. By repeating these connections, the mind creates elaborate structures, allowing for memory and learning. This view emphasizes the role of experience and environmental stimuli in shaping how we think, rather than relying on innate organizational principles.

55. (A) Both A and R are true and R is the correct explanation of A.
Metacognition is frequently defined as "thinking about thinking" because it involves a higher level of awareness regarding one's own mental

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299. How does Sternberg's Triarchic Theory, as described in the passage, incorporate the relationship between intelligence and creativity?
(A) By arguing that practical intelligence is the source of all creativity.
(B) By proposing that creative and analytical intelligence are interacting components of successful intelligence.
(C) By stating that creative intelligence is simply a form of Guilford's divergent thinking.
(D) By suggesting that creativity is only relevant below the IQ threshold of 120.

300. The passage suggests that for individuals with very high IQs, other factors beyond intelligence become more critical for creativity. Which of the following is mentioned as one of these factors?
(A) Personality and motivation
(B) Convergent thinking
(C) Perceptual speed
(D) Crystallized intelligence

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inefficient, it is common for creative tasks or novel situations.

63. (D) Sapir and Whorf
The idea that the language people speak influences how they perceive and think about the world is famously associated with Sapir and Whorf. This hypothesis suggests that different languages encourage their speakers to pay attention to different aspects of reality. While some versions are stronger than others, the central theme remains the deep interaction between linguistic structure and cognitive processes. This perspective has led to extensive research on how culture and language shape mental representations.

64. (B) A permissive and game-like atmosphere.
To accurately measure creative potential, some researchers argue that the testing environment must be different from a traditional academic setting. They advocate for a permissive, game-like atmosphere where individuals feel free to explore ideas without fear of judgment. This approach is based on the belief that creativity flourishes when anxiety is low. By removing evaluative pressure and time limits, these assessments aim to capture a person's true capacity for divergent and original thinking.

65. (C) P-4, Q-1, R-2, S-3
Problem-solving can be blocked by various mental habits and biases. For example, individuals might only see an object for its usual purpose, ignoring other possibilities. Others might stick to a familiar formula even when a simpler one exists. Some biases lead people to seek only information that supports their current views, while irrelevant details can distract from the actual solution. Recognizing these obstacles is the first step toward developing more flexible and effective thinking strategies.

66. (C) Metacognitive Regulation
Metacognition consists of several interrelated components that help individuals manage their own thinking. One part involves factual knowledge about learning, while another includes immediate feelings during a task. The third essential component is metacognitive regulation, which involves active control over cognitive activities. This includes planning how to approach a task, monitoring progress, and evaluating results. Together, these elements allow learners to be more strategic and effective in their academic and everyday problem-solving efforts.

67. (D) Gf solves novel problems; Gc is accumulated knowledge.
Fluid intelligence represents the innate ability to reason and solve new problems that do not depend on previous schooling. It is often measured by abstract puzzles. In contrast, crystallized intelligence is the result of learning and experience, manifesting as vocabulary and general knowledge. While fluid abilities often decline as people get older, crystallized abilities tend to remain stable or continue to increase, reflecting the accumulation of information and wisdom throughout an individual's entire lifetime.

68. (C) Statement I is true, but Statement II is false.
Within the PASS framework, the planning process is a high-level executive function that coordinates other cognitive activities. It involves setting goals, choosing methods, and checking whether the approach is working. In contrast, the attention process is responsible for keeping the person alert and focused on relevant information while ignoring distractions. This distinction highlights the different roles that mental management and selective filtering play in how we process information and solve complex problems in various contexts.

69. (C) The ability to produce variety in response categories.
Flexibility is a specific dimension of divergent thinking that refers to the ability to generate ideas across a wide range of categories. Rather than just producing many similar thoughts, a flexible thinker can shift their perspective and explore different types of solutions. This variety in response categories indicates mental agility and the capacity to break away from traditional ways of thinking. It is a key indicator of a person's creative potential and adaptability to challenges.

70. (A) Both A and R are true and R is the correct explanation of A.
Howard Gardner's theory suggests that there are several distinct types of intelligence, which has been popular but also criticized. One major

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and relationships to find solutions to unfamiliar challenges. It is considered an innate, biological capacity that tends to peak in early adulthood and then decline. Because it does not rely on schooling, it is often tested using abstract, non-verbal puzzles that require flexible reasoning and quick thinking to reach a successful conclusion.

102. (A) Conjunctive concept
A conjunctive concept is defined by a rule where two or more specific features must be present at the same time. For an object to fit into this category, it must meet all the requirements simultaneously. If any one of the features is missing, the object does not belong to that concept. This is a common way we organize our world by combining different attributes, such as color and shape, to create more specific categories for the objects we encounter every day.

103. (C) Trial and error (systematic or random)
Trial and error is a basic problem-solving strategy that involves trying different possibilities until the correct one is found. This can be done randomly or in a systematic way by testing every possible arrangement. For a small problem with only a few elements, like rearranging three letters to find a word, this method is very effective and easy to use. While it might take longer for complex tasks, it is a reliable way to solve simple puzzles with few options.

104. (D) Spearman's Two-Factor Theory
Most modern theories of intelligence view it as being made up of several different parts or skills. Some propose a set of primary abilities, others focus on three interacting components, and some list many different types of intelligence like music or social skills. However, one early theory emphasized a single, overarching factor that influences all cognitive tasks. While this theory also mentioned specific skills, its main focus was on the idea that a person has one general level of mental ability.

105. (C) (i), (ii), and (iii) only
The Gestalt perspective sees thinking as a productive process where the mind tries to understand the relationships between different parts of a problem. According to this view, solving a challenge isn't just about repeating past associations, but about restructuring how the problem is perceived to gain sudden insight. This approach emphasizes that the whole experience is more than the sum of its parts. By grasping the overall structure, individuals find novel solutions that were not immediately obvious before.

106. (B) Maintaining arousal and alertness, and selecting relevant stimuli.
Attention is a fundamental cognitive process that allows us to stay alert and focused on what is important. It involves both maintaining a state of readiness and selectively choosing which information to process while ignoring distractions. Without this ability, it would be impossible to effectively use other mental functions like memory or problem-solving. It acts as a gateway for information entering the mind, ensuring we have the necessary focus to handle the tasks and challenges faced in our daily lives.

107. (D) Comparing adolescents high in IQ versus high in creativity.
An important study in the nineteen-sixties looked at the difference between students who were highly intelligent and those who were highly creative. The researchers wanted to see how these two groups performed in school and how they were viewed by their teachers. Their findings showed that creative talent is distinct from traditional IQ and that creative students could be just as successful academically. This research helped highlight the need for schools to recognize and value a wider range of human talents.

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108. (C) Statement I is true, but Statement II is false.
People often use mental shortcuts to make decisions, but these can lead to predictable biases. One common bias happens when individuals rely too much on the first piece of information they receive, using it as a starting point for all later judgments. This initial information acts as an anchor that influences the final choice. While these shortcuts are fast, they can be misleading if the starting point is incorrect or if people fail to adjust their thinking enough when getting information.

109. (C) Cognitive and conceptual learning
Arthur Jensen proposed that learning abilities can be split into two main types. One level involves simple memory and associative tasks, while

which are the types of information being processed; and products, which are the results. By identifying numerous unique factors, he provided a detailed view of human cognitive abilities. This approach was particularly influential in expanding the study of creativity by highlighting the importance of divergent production and original thinking in problem-solving.

79. (D) Resemblance to a typical case or prototype.
The representativeness heuristic is a mental shortcut where people judge the probability of an event based on how well it matches their internal prototype of a category. Instead of looking at statistical data, individuals rely on how similar a case seems to a typical prototype. While this method can be fast, it can lead to errors when people ignore important information like base rates or use stereotypes. This demonstrates how internal categories can bias everyday decisions.

80. (A) P-3, Q-1, R-4, S-2
Psychologists have developed various theories to describe the nature of intelligence. Some focused on a single general factor, while others identified a set of primary mental abilities. More modern theories have proposed three interacting components or a model based on specific brain functions like planning and attention. These diverse frameworks offer different ways to understand human cognitive potential, reflecting a shift from simple models to more complex and multifaceted descriptions of how we think and solve problems.

81. (A) Checking one's progress and comprehension during a task.
Monitoring is an active part of metacognitive regulation that happens while a task is being performed. It involves the ongoing process of checking one's own progress and level of understanding. For example, a student might pause while reading to see if they can summarize the material. This self-checking allows the individual to identify when they are having trouble and make necessary adjustments to their strategy, ensuring they stay on track toward their goal and success.

82. (D) IQ tests may overlook students with high creative talent.
A landmark study on students highlighted that traditional intelligence measures might miss important creative talents. The researchers found that highly creative students often performed just as well in school as those with high IQ scores, even though they were sometimes less favored by teachers. This work suggested that creativity is a distinct and valuable form of talent that should be recognized separately from general academic ability, sparking greater interest in the psychological measurement and study of creative potential.

83. (B) Above an IQ of about 120, intelligence and creativity become almost perfectly correlated.
Research generally shows a moderate positive link between intelligence and creativity, but this relationship is not a simple linear one. Many experts believe that a certain level of IQ is necessary for creative achievement, but once that level is reached, higher intelligence does not guarantee more creativity. The idea that these two constructs become perfectly matched at high levels is generally not supported. Instead, factors like personality and motivation play a much larger role in creative output.

84. (A) (i), (ii), and (iii) only
In J.P. Guilford's model of human intellect, the operations dimension describes the basic mental processes we use. These include the ability to acquire and recognize information, the function of storing and retrieving data from memory, and the capacity to generate multiple novel solutions to a problem. These fundamental activities are used whenever we process information. By identifying these specific operations, the model provides a detailed way to categorize the different things our minds do when thinking.

85. (A) Both A and R are true and R is the correct explanation of A.
The pop-out effect is a perceptual phenomenon where a unique object is instantly noticed in a visual field. According to the Feature Integration Model, this happens during the first stage of perception, where the brain automatically scans for basic features. Because this process occurs in parallel across the entire scene, the time it takes to find the target does not increase as more

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132. (B) Arousal/Attention
Within the PASS theory of intelligence, arousal and attention are the foundational processes that keep the mind alert and focused. This part of the model is responsible for maintaining the necessary state of readiness to take in information and selectively choosing what to pay attention to while ignoring everything else. Without this basic level of mental energy and focus, it would be impossible for other cognitive functions like planning or information coding to work effectively and allow individuals to solve problems correctly.

133. (C) Knowing how to use the 'means-end analysis' strategy to solve a problem.
Procedural metacognitive knowledge is knowing how to perform certain cognitive tasks or use specific strategies. For example, understanding the steps of a method like means-end analysis to break a large goal into smaller parts is a form of this knowledge. It goes beyond just knowing a strategy exists; it involves understanding the actual process of using it to manage one's own thinking. This type of self-knowledge helps individuals become more strategic and effective at solving problems and achieving their learning goals.

134. (B) (i), (ii), and (iii) only
There are several major ways that psychologists have tried to explain how we think. One view focuses on how simple ideas become connected through experience. Another emphasizes that the mind organizes information into holistic patterns to gain insight. A third approach uses the computer as a metaphor to describe how information flows through different logical stages in our heads. These various perspectives all offer valuable insights into the multifaceted nature of human thought processes, from basic learning to high-level problem-solving.

135. (D) Abraham Luchins' work with the water jar problem.
The concept of a mental set involves the tendency to approach a problem in a familiar way, even if it is not the best approach for the situation. This phenomenon was famously explored through puzzles where people were asked to measure specific amounts of water using different-sized jars. After solving several problems with the same complex formula, most people continued to use it for new problems, even when a much simpler solution was right in front of them, demonstrating cognitive rigidity.

136. (B) Successive Processing
Successive processing is the mental ability to handle information in a specific, serial order. This function is essential for tasks where the sequence of elements is crucial for the overall result. For example, when someone has to arrange a series of pictures in the correct chronological order to tell a story, they are relying on this ability. It allows the mind to organize information over time, ensuring that each piece follows the one before it in a logical and meaningful way.

137. (C) A mental grouping of similar objects, events, ideas, or people.
A concept is a mental grouping of similar objects, events, ideas, or people that helps us organize the world around us. By creating these categories, we can treat many individual things as if they are the same in some way, which saves us a lot of mental effort. Instead of learning everything from scratch for every new object we see, we can use our knowledge about the general category to understand and interact with each new member.

138. (D) Louis L. Thurstone
Louis Thurstone proposed that intelligence is not just one thing, but a collection of seven distinct and independent primary mental abilities. These include skills like understanding words, being good with numbers, and having a good memory. His work challenged the idea of a single general factor and used new statistical methods to show that people could be strong in some areas while being weaker in others. This provided a more detailed and nuanced view of how human cognitive abilities are structured.

139. (B) J. P. Guilford
J.P. Guilford is most famous for identifying two different types of thinking related to intellect and creativity. One process involves seeking a single, conventional answer to a problem, while the other involves generating multiple, unique solutions. By distinguishing between these two, he highlighted that being smart in the traditional sense is not the same as being creative. This distinction has been foundational

while working, and evaluating the final results. Together, these two aspects allow individuals to be more aware of their own thinking and more effective at solving problems.

94. (B) Functional Fixedness
Problem-solving involves several effective strategies like breaking a goal into smaller steps, working backward from the outcome, or using a trial-and-error approach. However, some mental habits can actually make it harder to find a solution. One such obstacle is the tendency to only see objects in their most common or traditional roles. This mental block limits a person's ability to think of new ways to use resources, which is often necessary for solving difficult or unusual problems.

95. (B) P-4, Q-3, R-1, S-2
Different researchers have focused on various aspects of creativity and how it relates to intelligence. Some developed widely used tests that measure different parts of divergent thinking, while others looked at how high-pressure settings affect creative output. Some proposed large models that included creativity as a specific type of mental operation, and others studied how creative talent differs from academic ability. These diverse approaches have helped us understand that creativity is a complex skill requiring specific environments.

96. (C) Metacognitive Evaluation
Evaluating is a metacognitive process where an individual looks back at their strategies to see how well they are working. When a student realizes that a particular method, like highlighting, is not helping them learn effectively, they are assessing the quality of their own learning process. This self-assessment is crucial because it leads to making better choices. By recognizing what is not working, the learner can switch to more effective techniques, leading to more successful and efficient study habits.

97. (D) Alexander Luria
The PASS theory of intelligence is deeply rooted in the work of Alexander Luria, a famous neuropsychologist who studied the human brain. Luria identified three major functional units in the brain that are responsible for different cognitive activities. These units relate to being alert and attentive, taking in and coding information either all at once or in a sequence, and planning and monitoring our actions. This connection between brain structure and mental processes provides a strong biological foundation for human intellect.

98. (B) Language structures determine thought.
Linguistic determinism is a strong version of the idea that language and thought are deeply connected. It suggests that the structure of the language we speak actually determines how we perceive and understand the world. According to this view, people who speak very different languages will have fundamentally different ways of thinking because they are limited by the categories of their own speech. This controversial idea has led to many studies looking at how linguistic differences lead to cognitive outcomes.

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99. (C) A period of rest or distraction from a problem, which may lead to insight.
Incubation is a stage in the creative process where a person takes a break from a difficult problem. During this period of rest or distraction, the mind may continue to work on the problem at a less conscious level. Often, this time away allows for the removal of mental blocks, and the person may experience a sudden insight when they return to the task. This phenomenon highlights that sometimes the best way to solve a challenge is to step away.

100. (A) Both A and R are true and R is the correct explanation of A.
Some researchers have argued that the ability to handle emotions is just as important as traditional intellectual skills for succeeding in life. This perspective includes several key skills, such as being aware of feelings, managing impulses, being motivated, showing empathy, and having good social skills. These abilities help people navigate personal and professional relationships effectively. By focusing on these emotional and social competencies, this model provides a broader view of what it means to be successful.

101. (B) Fluid intelligence
Fluid intelligence is the mental capacity to think logically and solve problems in novel situations, independent of acquired knowledge. This type of ability involves identifying patterns

criticism is that many of these intelligences are difficult to test using traditional methods, and some researchers believe they are better described as specific talents or skills rather than general mental abilities. This debate highlights the challenges in defining and measuring the diverse range of human cognitive and physical capacities in an objective manner.

71. (A) Emotional
Reasoning is a purposeful and logical mental activity that involves making inferences from existing knowledge. Common forms include moving from general rules to specific cases or using observations to form broad generalizations. Another type involves using formal structures like syllogisms to reach certain conclusions. However, processes based purely on feelings or subjective emotional reactions are generally not classified as formal types of reasoning. These logical methods provide a systematic way to solve problems and evaluate truth.

72. (B) Analytical Intelligence
Analytical intelligence is the ability to break down problems and analyze their components to find a solution. This type of skill is heavily emphasized in academic settings and is often what standardized tests are designed to measure. A person high in this area is typically good at logical reasoning and evaluating different options. It is one of the three main parts of a broader model that also includes creative intelligence and practical intelligence for environmental adaptation.

73. (B) Recalling the order of words in a sentence.
Successive processing is the mental ability to handle information in a specific, serial order. This function is essential for tasks that require following a sequence, such as remembering a list of items or the exact order of words in a sentence. Without this ability, it would be difficult to perform activities where the arrangement of elements over time is crucial. This form of information coding is distinct from organizing multiple pieces of information all at once.

74. (A) How to solve a Rubik's Cube.
A well-defined problem has a clear starting point, a specific goal, and a known set of rules to reach that goal. For example, solving a Rubik's Cube is a well-defined task because the desired outcome is obvious and the allowed moves are clearly stated. In contrast, many real-world problems are ill-defined because their goals or paths are vague, making it harder to determine when a solution has been reached or how to start.

75. (A) (iii), (iv), (i), (ii)
The study of intelligence has a long history, starting with early models that focused on a single general factor. Over time, researchers proposed more complex structures, such as a set of primary mental abilities. Later in the twentieth century, theories expanded to include a wider variety of factors and eventually moved toward the idea of multiple, relatively independent types of intelligence. This progression reflects an increasing recognition of the diversity and complexity of human cognitive abilities.

76. (B) (i) and (ii) only
Decision-making models provide different frameworks for understanding how individuals choose between alternatives. One classic view assumes that people are perfectly rational and always seek to maximize their personal gain. Another more realistic model acknowledges that our choices are limited by our mental capacity, the information we have, and the time available. These models help researchers study how people make decisions in various contexts, ranging from economic choices to everyday life situations and professional tasks.

77. (C) Rote learning and memory
Arthur Jensen identified a basic level of learning ability that involves the simple reproduction of information. This level is characterized by rote memory and associative learning, where a person can recall facts or repeat sequences without needing to transform the underlying logic. it represents a fundamental mental process that is distinct from complex reasoning. While essential for daily activities, it is considered a lower-order cognitive skill compared to conceptual and transformative problem-solving abilities in his theory.

78. (A) Guilford – Structure of Intellect Model
J.P. Guilford developed a complex theory that organizes intelligence into a three-dimensional framework. This model includes operations, which are the mental processes used; contents,

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the other involves more complex thinking. This second level is where individuals use abstract reasoning and conceptual skills to transform information and solve difficult problems. It represents a higher order of cognitive functioning that goes beyond just repeating facts or following simple rules. This distinction helps explain why some people excel at rote learning but struggle with complex challenges.

110. (A) P-3, Q-1, R-4, S-2
Different psychologists have made major contributions to our understanding of the mind by focusing on specific areas. Some developed models for how we pay attention and perceive objects, while others explored the importance of managing emotions. Some created frameworks that identified many different factors of intellect, including creativity, and others distinguished between innate reasoning abilities and knowledge gained from experience. These diverse theories provide a broad and multifaceted view of how humans think, learn, and interact with the world around them.

111. (B) Appraising the efficiency of the processes used.
Evaluating is the final stage of metacognitive regulation, where a person assesses how well they performed a task and the effectiveness of the strategies used. This involves looking back at the entire process to see if the goals were met and if there were better ways to handle the challenge. By thinking about their own performance, individuals learn from their experiences and improve future efforts, making their learning more efficient and their problem-solving skills more sophisticated over time.

112. (C) Lev Vygotsky
Lev Vygotsky's theory suggests that language and thought start as separate functions in early childhood. He believed that children use speech mainly for social communication at first, while their thinking is more non-verbal. Around age two, these two systems begin to merge, as children start to use language to guide their own thoughts and solve problems. This development of inner speech is a crucial step in cognitive growth, allowing language to become a powerful tool for complex thinking and self-regulation.

113. (C) (ii), (i), (iv), (iii)
The creative process is often described as a series of stages that lead to a novel solution. It begins with gathering information and trying to solve the problem, followed by a period where the person steps away and lets the mind work on it less consciously. Then, a sudden moment occurs when the solution becomes clear. Finally, the person must test and refine the idea to ensure it actually works. These steps highlight that creativity is more than just a single moment.

114. (D) The influence of unconscious conflicts and desires.
The information-processing view of the mind emphasizes that thinking is a systematic process of handling data. This perspective focuses on how we represent information mentally and how it flows through different stages, either sequentially or in parallel. It also recognizes that mental capacity has limits that affect performance. However, this scientific approach does not concern itself with hidden internal conflicts or unconscious desires, focusing instead on the logical and computational aspects of how the mind works during various cognitive tasks.

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115. (A) Both A and R are true and R is the correct explanation of A.
In one major theory of intelligence, the creative component is described as the ability to handle new situations effectively. This involves being able to generate novel ideas by putting together different pieces of information in unique ways. It also includes the capacity to make some tasks automatic so that mental energy can be saved for more difficult challenges. This type of intelligence is essential for innovation and finding original solutions to problems that have never been encountered before in any situation.

116. (B) They were independent in game-like settings.
An important finding in creativity research is that intelligence and creativity can be quite different depending on the situation. Some studies found that when children were tested in a relaxed, game-like environment, their scores on creativity tests had very little to do with their IQ scores. This suggested that traditional intelligence and the ability to think creatively are two separate skills. This research highlighted the importance

distractors are added. This demonstrates how early, automatic processes help us quickly detect important visual information.

86. (D) An algorithm
An algorithm is a precise, step-by-step procedure that always leads to the correct answer if followed correctly. This systematic approach involves exploring every possible option to find the absolute best result. While it is very accurate and reliable, it can be extremely time-consuming and mentally exhausting compared to using quicker mental shortcuts. In many practical situations, people may choose faster methods even if they are not perfect, but an algorithm is the only way to ensure complete certainty.

87. (C) Bodily-Kinesthetic
Bodily-kinesthetic intelligence involves the ability to control one's physical movements and handle objects with great skill. This type of intelligence is highly developed in individuals who use their bodies with precision, such as athletes, dancers, and surgeons. It includes a strong sense of timing, coordination, and the ability to perform complex physical tasks. This capacity highlights that intelligence is not just about abstract thinking, but also about the skilled use of the physical self in the world.

88. (A) Breaking a large goal into smaller sub-goals.
Means-end analysis is a powerful problem-solving strategy where a person reduces the gap between their current situation and their goal. This involves breaking down a large, complex problem into smaller, more manageable sub-goals. By focusing on reaching each of these smaller targets one at a time, the individual gradually moves closer to the final solution. This methodical approach helps people stay organized and avoid feeling overwhelmed, providing a clear path forward through a series of logical steps.

89. (C) Pressure from time limits and testing.
Some researchers believe that the way we test creativity can significantly impact the results. They argue that traditional settings with strict time limits and evaluative pressure can inhibit original thinking. Instead, they suggest that creative potential is best measured in a relaxed environment where people feel comfortable taking risks and exploring unusual ideas. By removing the stress of a formal test, these assessments aim to provide a more accurate picture of a person's natural ability to think divergently.

90. (C) (i), (ii), and (iii) only
Concept formation involves different types of rules that define a category. One type requires all specific features to be present, while another only requires one of several possible attributes. A third type focuses on the relationship between different features, such as their relative size or position. These various rules help us organize our experiences and group objects in different ways. While there are other cognitive strategies like heuristics, they are not usually classified as formal types of concepts.

91. (A) Charles Spearman
Charles Spearman was a pioneer in the study of human intellect and introduced the idea of a general intelligence factor. He noticed that people who did well on one type of mental test often did well on others as well. He argued that there is an underlying mental energy that influences performance on all cognitive tasks. While he also acknowledged specific factors for particular tasks, his focus on a single, overarching ability had a major influence on measurement for decades.

92. (D) The statistical rarity or novelty of ideas.
Originality is a central component of creativity that refers to the novelty and statistical rarity of an idea. In assessments of divergent thinking, a response is considered original if it is unique or produced by very few people. This quality distinguishes a creative solution from one that is merely common or expected. While having many ideas is important, the ability to generate something truly unusual and unexpected is a key hallmark of a creative and innovative mind.

93. (A) Both Statement I and Statement II are true.
Metacognition involves both knowledge and regulation of our own cognitive processes. The knowledge part includes understanding how different people learn, the requirements of various tasks, and which strategies work best in different situations. The regulation part involves the active management of these processes, such as planning before a task, monitoring

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the analytical skills needed for school or the creative skills used for innovation. It focuses on the application of knowledge to navigate social situations and tasks.

125. (C) P-3, Q-4, R-1, S-2
Different psychologists have proposed various ways to describe human intellect. Some emphasized a general factor that underlies all mental tasks, while others identified a set of primary abilities. Some theories focused on the knowledge we gain from experience, like vocabulary, and others on the ability to understand ourselves or process information in specific ways. These different frameworks highlight that intelligence is a complex and multifaceted concept, covering everything from basic mental energy to specialized knowledge and the understanding of ourselves.

126. (C) Statement I is true, but Statement II is false.
J.P. Guilford's work was a major turning point in the study of human intellect because he expanded the focus beyond traditional academic skills. He proposed a large model that identified many different types of mental abilities, including the capacity for original and flexible thinking. He particularly emphasized that the ability to generate multiple solutions is a key part of creativity. His ideas encouraged researchers to look at a wider range of talents and developed new ways to measure creative potential.

127. (C) An algorithm guarantees a solution, whereas a heuristic does not.
An algorithm is a methodical, step-by-step rule that guarantees a correct solution to a problem if it is followed exactly. In contrast, a heuristic is a simpler mental shortcut or rule of thumb that is faster but does not always lead to the right answer. While algorithms are very reliable, they can be slow and difficult to use. Heuristics are much more common in everyday life because they allow for quick decisions, even though they can sometimes lead to errors.

128. (B) The level of complexity and transformation required in processing.
Arthur Jensen suggested that cognitive abilities are organized into two levels based on how much the mind has to transform the information. The first level involves simple tasks like rote memory and repeating back information, which require little mental manipulation. The second level involves more complex activities like abstract reasoning and conceptual problem-solving, where the person must actively process and change the information to find a solution. This distinction highlights the different levels of complexity involved in various types of intellectual performance.

129. (D) Satisficing
Satisficing is a decision-making strategy where a person chooses the first option that meets their minimum requirements, rather than searching for the absolute best possible choice. This approach is more realistic for humans because we often have limited time, energy, and information to make a perfect decision. By picking something good enough, we save cognitive resources for other tasks. This concept is a key part of the idea that human rationality is limited by our biology and the environment.

130. (A) Both A and R are true and R is the correct explanation of A.
The threshold theory suggests that a certain amount of intelligence is necessary to be creative, but having even more intelligence does not necessarily make someone more creative. Once a person reaches a specific level of IQ, other things like personality, motivation, and thinking style become more important for creative output. This explains why people with very similar high IQs can have very different levels of success when it comes to original and innovative work in their respective professional and personal fields.

131. (A) Creative
Howard Gardner's theory of multiple intelligences lists several distinct domains where people can show high levels of ability. These include skills in music, understanding nature, and being aware of the world's existence, along with academic areas. However, creative is not listed as a separate intelligence because he sees creativity as something that can be shown within any of these domains, rather than being an independent type of ability. Each intelligence represents a different way of processing information and solving problems.

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of a comfortable atmosphere for allowing original thinking to emerge and be accurately measured.

117. (C) Self-Regulation
Self-regulation is a key part of emotional intelligence that involves the ability to control one's own internal states and impulses. People who are good at this can manage their emotions effectively, stay calm under pressure, and avoid acting impulsively when they are upset. This skill also includes being responsible for one's own performance and being adaptable to change. By managing their internal reactions, individuals can focus better on their goals and interact more positively with others in various social situations.

118. (A) He identified seven independent primary mental abilities.
Charles Spearman was a pioneer in using statistical methods to study human intellect. He is most famous for proposing the idea of a general intelligence factor that influences performance on many different tasks. He also recognized specific factors unique to particular activities. However, he did not propose a large set of seven independent primary abilities; that was the work of another researcher. Spearman's focus remained on the underlying mental energy that connects various cognitive skills together into a coherent whole.

119. (D) Mental Set (Einstellung)
A mental set occurs when a person keeps using a strategy that worked in the past, even when a simpler or better one is available for a new problem. This cognitive rigidity can make problem-solving less efficient because the individual is stuck in a particular way of thinking. This phenomenon has been famously demonstrated with puzzles where people continue to use a complex formula they just learned, even when the new task could be solved more easily with a direct approach.

120. (D) (i), (ii), (iii), and (iv) only
Divergent thinking is made up of several distinct abilities that help people generate creative ideas. These include the capacity to produce a large number of responses, the ability to shift between different categories of thought, and the skill to come up with unique and unusual ideas. Another important part is the ability to add detail and expand on a simple concept to make it more complete. Together, these factors provide a way to measure how well someone thinks outside the box.

121. (C) A defined goal and multiple initial states.
The working backward heuristic is a useful strategy when the end goal of a problem is very clear, but there are many different ways to start. By beginning at the desired outcome and moving toward the initial state, a person can often see the necessary steps more easily. This approach is common in math problems and puzzles where the target is well-defined. It helps to narrow down the possible paths and makes finding the correct solution more manageable and direct.

122. (D) Gestalt
The Gestalt perspective on thinking focuses on how the mind organizes information into meaningful wholes. According to this view, problem-solving often involves a sudden restructuring of our perception, which leads to a deep understanding or insight. This approach emphasizes that the productive side of thinking is about grasping the essential relationships within a situation rather than just repeating past habits. By seeing the problem in a new way, individuals find creative solutions that were not immediately obvious from individual parts.

123. (B) Concept formation
Concept formation involves learning the rules that define a category of objects or ideas. Sometimes, children make mistakes by applying a concept too broadly, such as calling any four-legged animal by the name of a specific animal they already know. This type of error shows the child is still refining their understanding of what features are necessary to belong to a particular group. As they learn more, their categories become more accurate and better at distinguishing between different types of items.

124. (A) Problems requiring adaptation to the environment.
Practical intelligence is the ability to handle the challenges of everyday life and successfully adapt to one's environment. According to Robert Sternberg, this type of skill is best measured by looking at how well a person can solve real-world problems that require common sense and social savvy. This street smarts is different from

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for the psychological study and measurement of creativity, encouraging researchers to look beyond standard academic IQ scores and tests.

140. (A) P-4, Q-3, R-1, S-2
Many researchers have studied creativity from different angles. Some focused on identifying the specific parts of creative thinking, like generating many ideas and adding details to them. Others compared the school performance of creative students versus those with high IQs, or looked at how a relaxed atmosphere can help people show their true creative potential. Some even included creativity as a specific mental operation in a larger model of intellect. Together, these ideas have greatly expanded our understanding of creativity.

141. (C) Functional Fixedness
Functional fixedness is a cognitive obstacle where people are unable to see that an object can be used for something other than its traditional purpose. This mental block happens because we focus so much on the common use of a tool that we miss other creative possibilities. This can make it very hard to solve problems that require a little innovation and the use of everyday items in unusual ways. Overcoming this bias is a key part of thinking creatively.

142. (C) Statement I is true, but Statement II is false.
The Feature Integration Model explains how we perceive objects through a two-stage process. The first stage is automatic and happens very quickly, as the brain identifies basic features like color and shape. To actually see a whole object, however, we must use a second stage where we focus our attention on a specific spot. This focused attention is what binds individual features together into a single, unified mental image. Without this step, we might see features but not objects.

143. (B) Cognition
In J.P. Guilford's complex model of human intellect, products are the different ways that information is organized as a result of our mental operations. This includes seeing things as individual units, grouping them into classes, or understanding the broader implications of an idea. However, the basic mental processes themselves, like the ability to understand or recognize information, are classified under a different dimension of the model. By separating the processes from results, Guilford provided a detailed way to describe performance.

144. (B) (iii), (ii), (iv), (i)
The study of intelligence has moved from simple models to multifaceted theories over the last century. It began with the identification of a general factor in the early nineteen-hundreds. Later, researchers distinguished between innate reasoning and acquired knowledge in the mid-twentieth century. Modern developments include three interacting components of successful intelligence followed by the proposal of multiple autonomous modules. This progression reflects an increasing understanding of human cognitive diversity. These theories together show the complexity and multifaceted nature of human ability.

145. (A) Both A and R are true and R is the correct explanation of A.
The Gestalt approach to problem-solving emphasizes that how we represent a challenge in our minds is the most important factor. According to this view, getting stuck often happens because we are looking at the problem from the wrong angle. To find the solution, we have to restructure our mental image until the relationships between the parts become clear. When this happens, we gain a sudden insight that allows us to see the correct path forward, transforming the entire problem.

146. (D) A relationship between attributes.
A relational concept is a type of category that is defined by the connection between different features, rather than just the features themselves. For example, a concept like larger than or next to depends on how two or more objects compare to each other. This type of thinking is more complex than just identifying a single attribute because it requires the mind to understand and evaluate the relationship between various elements to decide if something belongs in that particular category.

147. (B) Sunk cost fallacy
The sunk cost fallacy is a common decision-making error where people continue to put resources into a failing project just because they have already invested so much. Instead of looking at the current situation objectively and

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some cognitive skills change differently over time as we age and gain more information.

208. (D) The atmosphere in which the tests were administered (test-like vs. game-like).
Researchers have studied the relationship between intelligence and creativity from different angles. One important difference between studies is the environment in which the testing took place. Some researchers found that a relaxed, game-like atmosphere can lead to very different results than a traditional high-pressure academic setting. This highlights the importance of the situation in allowing creative potential to emerge. When evaluative pressure is removed, it becomes clear that traditional IQ and the ability to think creatively are two separate and independent skills.

209. (C) The ability to understand oneself, including one's feelings, fears, and motivations.
Intrapersonal intelligence is the capacity to understand one's own internal life, including feelings, motivations, and fears. This ability allows individuals to be self-aware and to use that knowledge to guide their own behavior and decisions effectively. People with high levels of this intelligence are good at reflecting on their experiences and have a clear sense of their own strengths and weaknesses. This self-knowledge is a key part of personal growth and is essential for making successful choices that align with goals.

210. (A) Both A and R are true and R is the correct explanation of A.
The threshold hypothesis suggests that the relationship between intelligence and creativity is not simple. It posits that a certain level of intellectual ability is necessary for creative achievement, but once that point is reached, higher intelligence does not guarantee more creativity. At this stage, other personal factors like motivation, personality, and thinking style become much more important for a person's creative output. This explains why people with similar high IQs can have very different levels of success in original and innovative work.

211. (A) Semantic
In J.P. Guilford's model of human intellect, operations describe the basic mental processes we use to handle information. This includes the ability to acquire and recognize data, the function of storing and retrieving information from memory, and the capacity to evaluate the quality of our thoughts. However, the different types of information being processed, like word meanings, are classified under a different dimension of the model. By separating the processes from the content, the model provides a detailed way to describe intellectual performance.

212. (B) Das, Kar & Parrila
The PASS theory of intelligence provides a modern framework that identifies four essential cognitive processes necessary for human intellectual performance. These include maintaining arousal and attention, coding information either all at once or in a specific sequence, and managing these activities through high-level planning. This model is based on the neuropsychological work of Alexander Luria and offers a comprehensive way to assess and understand how the brain handles various types of information and solve problems in both academic and everyday real-world situations.

213. (C) Feature Integration Model.
The Feature Integration Model explains how we perceive whole objects by combining their individual traits. According to this theory, the brain first identifies basic features like color and shape automatically and quickly. Then, a second stage of focused attention is needed to bind these separate features together into a single, unified mental image. This process allows us to correctly identify and recognize the objects around us. Without this focused attention, we might see the individual pieces but not the coherent whole that they form.

214. (D) Herbert Simon
Satisficing is a decision-making strategy where a person chooses the first option that is good enough rather than searching for the absolute best possible choice. This approach is more realistic for humans because we often have limited time and information to make a perfect decision. By picking something that meets a minimum standard, we save mental energy for other tasks. This concept is a key part of the idea that human rationality is limited by our biology and the environment in which we live.

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155. (C) (i), (ii), (iii) and (iv) only
Problem-solving can be difficult because of various mental habits and biases that get in our way. Sometimes we focus on irrelevant information, or we get stuck in a familiar way of thinking that does not work for the current problem. Other times, we only see objects for their usual purpose or look only for information that supports what we already believe. Recognizing these common obstacles is the first step toward developing more flexible and effective thinking strategies for solving complex challenges.

156. (C) Brain function and neuropsychology.
The PASS theory of intelligence is deeply connected to the study of how the brain functions, particularly the work of researchers who looked at brain damage and its effects. This approach identifies several key mental processes that correspond to different areas of the brain. These include staying alert, organizing information either all at once or in a sequence, and planning and monitoring our actions. This biological foundation helps us understand that intelligence is rooted in the way our brain handles different stimuli.

157. (C) Statement I is true, but Statement II is false.
The threshold hypothesis suggests that intelligence and creativity are related, but only up to a certain point. A minimum level of intellectual ability is needed to be creative, but beyond that point, having a higher IQ does not necessarily mean a person will be more creative. Other research has found that in relaxed, game-like settings, intelligence and creativity can be quite independent. This shows that the relationship between these two constructs is complex and depends on the situation and other factors.

158. (B) Relational
A relational concept is a category defined by the connection between different items or features. For example, to be a brother, a person must have a specific relationship to someone else. It is not just about the person's own traits, but about how they relate to another person in a family structure. This type of concept is more complex than simple ones because it requires the mind to understand and evaluate these interpersonal links to decide if someone fits in.

159. (D) Interpersonal
Therapists and salespeople rely heavily on interpersonal intelligence because their success depends on understanding others' emotions, motivations, and reactions. This intelligence enables effective communication, empathy, persuasion, and relationship building. By accurately interpreting social cues and responding appropriately, professionals can build trust, influence decisions, and provide meaningful support, making interpersonal intelligence the most essential skill in these roles worldwide today overall.

160. (A) Thinking is reproductive, based on past associations.
The Gestalt view of thinking emphasizes that it is a productive and creative process, where the mind tries to see the relationships between different parts of a problem. According to this view, problem-solving often involves restructuring our perception to gain a sudden insight. This is very different from just repeating past habits or associations from memory. By grasping the whole situation and how the parts fit together, individuals find novel solutions that were not possible by looking at pieces.

161. (C) Availability heuristic
The availability heuristic is a mental shortcut where people judge how likely an event is based on how easily examples of it come to mind. If someone recently saw a vivid news report about a rare event, they might overestimate how common it actually is. This happens because our brains often mistake ease of recall for frequent occurrence. While this shortcut can be fast, it often leads to biased judgments because many things that are easy to remember are not actually common.

162. (B) Crystallized intelligence
Crystallized intelligence is the ability to use the knowledge and skills that we have gained through our life experiences and education. This includes our vocabulary, our understanding of general facts, and our ability to use familiar information to solve problems. Unlike the innate reasoning power used for novel puzzles, this type of intelligence tends to grow and remain strong as we get older. It reflects the accumulation of

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wisdom and information that we can draw on to navigate the world.

163. (D) Highlight school favoritism of IQ over creativity students.
An influential study looked at the school performance of students who were either highly creative or highly intelligent. One of the major points the researchers made was that schools often prefer and reward students with high traditional IQ scores, sometimes overlooking the talents of those who are highly creative. This research helped highlight that creativity is a distinct form of talent that is just as valuable for success as traditional intelligence, and that both types of students can perform well.

164. (A) Focused attention to bind features.
According to the Feature Integration Model, we perceive objects in two stages. In the first stage, our brains automatically and quickly identify basic features like color and shape. However, when we need to find a target that is defined by a combination of features, like a specific color and a specific letter, we have to use focused attention. This second stage is what allows us to bind different features together into a single object so that we can correctly identify it.

165. (A) (iii), (iv), (i), (ii)
The psychological study of creativity has grown over time through the work of several key researchers. It started with early models that included original thinking as part of a larger structure of intellect. Later studies compared creative talent with traditional intelligence in students, and others developed widely used tests to measure different parts of divergent thinking. More research then explored how the testing atmosphere affects creative output. This progression shows how our understanding of creativity has become more detailed over the decades.

166. (D) Metacognitive monitoring
Metacognitive monitoring is an active process that happens while a task is being performed. It involves checking one's own work and progress to ensure that everything is correct. For example, when a student notices an error and fixes it while working on a problem, they are demonstrating this self-checking ability. This ongoing awareness and control of one's own cognitive processes is a key part of being an effective learner, as it allows for immediate correction and better overall results in any task.

167. (B) Daniel Goleman
Emotional intelligence involves the ability to recognize and manage one's own emotions, but it also includes the capacity to understand and respond to the emotions of others. This other-focused part of the skill set is essential for building good relationships and working effectively in social situations. By being sensitive to others' feelings and social cues, individuals can communicate better and show empathy, which is a key part of personal and professional success. This model highlights that understanding emotions is important.

168. (C) Divergent Production
J.P. Guilford identified a specific type of thinking process that is central to creative work. This process involves generating multiple, unique, and unusual solutions to a problem that does not have a single correct answer. He distinguished this from the type of thinking used to find one conventional solution, which is common in standard intelligence tests. By highlighting the importance of generating a variety of original ideas, he provided a way to understand and measure the creative side of human cognitive potential.

169. (D) deductive
Deductive reasoning is a logical method where a conclusion is drawn from general statements that are assumed to be true. If the starting premises are correct and the logic is valid, then the final result must also be true. A classic way this is structured is through three-part arguments, where a general rule is applied to a specific case to reach a certain conclusion. This systematic approach ensures that the thinking process is clear and consistent, providing a solid foundation for analysis.

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170. (C) (i), (ii) and (iii) only
Robert Sternberg's theory of intelligence identifies three main parts that work together. One part deals with internal mental processes used for logical analysis. Another part focuses on how we use our intelligence to deal with new experiences and handle novel situations. The

third part involves applying intelligence to real-world environments to adapt, shape, or select our surroundings. Together, these three subtheories provide a broader and more complete view of what it means to be intelligent and successful in both academic and life.

171. (B) Functional fixedness
Functional fixedness is a cognitive bias that can make it very hard to solve problems that require a little creativity. It involves the tendency to see objects only for their usual and traditional purpose. This mental block was famously studied using a problem where people had to mount a candle on a wall using a few common items. To find the solution, the person had to realize that one of the containers could be used as a support, not just a holder.

172. (A) The systematic flow of information through mental stages.
The information-processing perspective views the human mind as a system that handles data through a series of logical stages. According to this view, mental processes like thinking and memory involve taking in information, storing it in various ways, and then retrieving it when needed. By looking at how information flows through these different steps, researchers can study how people solve problems and make decisions. This approach often uses the computer as a metaphor to help explain the systematic nature of cognitive functions.

173. (B) Both Statement I and Statement II are false.
Arthur Jensen proposed two levels of ability based on task complexity. Level I corresponds to associative learning and rote memory, which involves the simple reproduction of information. Level II corresponds to conceptual learning and abstract reasoning, which requires the active transformation of information. Because Statement I incorrectly equates Level I with abstract reasoning and Statement II incorrectly equates Level II with rote memorization, both statements are false according to Jensen's original framework of cognitive ability and information processing.

174. (C) Decision making under uncertainty
Decision-making often happens in situations where we do not know exactly what will happen. In some cases, we might know the chances of different outcomes, but in other situations, we have no idea what the probabilities are. This type of decision-making under uncertainty is very common in the real world, where the future is unpredictable and information is limited. It requires individuals to use different strategies, like gut feelings or rules of thumb, to choose the best path without having all facts.

175. (D) Gardner's Theory of Multiple Intelligences
Most theories of intelligence focus on a few key areas, but one framework suggests that people have many different, independent types of ability. This theory expanded the traditional definition to include things like musical talent, physical coordination, and the ability to interact well with others. By recognizing these diverse forms of intelligence, this model highlights that people can be smart in many different ways that are not always captured by standard academic tests. This has had a major influence on human potential.

176. (B) Functional fixedness
Problem-solving involves different mental strategies used to identify the rules of a category or find a solution to a challenge. Some methods are very systematic, while others involve taking risks or testing many possibilities at once. However, some mental habits actually act as barriers to effective thinking. One such block is the tendency to only see objects for their traditional purpose. This bias limits a person's ability to think of creative uses for common items, which is often necessary for solving unusual problems.

177. (C) Develop, embellish, and add detail to ideas.
Elaboration is a specific dimension of creative thinking that involves the ability to expand on a basic idea by adding details and complexity. In tests of creativity, a person who can take a simple concept and turn it into a more complete and sophisticated response is showing high levels of elaboration. This skill is important for refining and developing ideas until they are fully formed and ready to be used or shared with others, making it a key part of creativity.

178. (A) Language influences or shapes, but does not determine, thought.
Linguistic relativity is the idea that the language we speak influences how we think and perceive

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deciding based on future costs and benefits, they feel a need to save their past efforts. This irrational behavior often leads to even greater losses. Recognizing this bias is important for making better choices and knowing when it is time to stop and try different paths.

148. (C) Analytical
In Robert Sternberg's three-part theory of intelligence, the componential part is what most people think of as traditional book smarts. This is the analytical intelligence we use to break down problems, evaluate different options, and perform well on standardized tests. It involves the internal mental mechanisms that allow us to process information logically and solve academic tasks. While this is an important part of being intelligent, it is just one component of a larger system that also includes creativity and practical.

149. (D) Fluency
Fluency is a measure of creative thinking focusing on how many relevant ideas a person generates in a short time. In tests of divergent thinking, individuals who quickly list many different ways to use a simple object show high fluency. While this does not indicate how unique or detailed the ideas are, it demonstrates that the person has a fast and productive mind. Such productivity is essential for creativity, as it increases the overall chance of generating truly innovative and unique solutions.

150. (B) (i), (ii), (iii), and (iv) are the only correct statements.
Psychologists have developed many different theories to explain human intelligence. Some early ideas focused on a single general factor, while later researchers identified multiple primary mental abilities. Modern theories expanded this to include independent types of intelligence or managing emotions. While learning plays a large role, the idea that intelligence is fixed at birth is generally unsupported. These theories together highlight the immense complexity of human intellectual ability and the diverse ways in which individuals can demonstrate their various mental capacities.

151. (B) Specific abilities that are unique to particular cognitive tasks.
Charles Spearman's theory of intelligence included two parts. The first was a general factor that influences every mental task we do. The second part consisted of specific factors that are unique to particular activities, like a talent for music or a special skill for math. These specific factors explain why someone might be much better at one activity than they are at others, even though their general level of ability also plays a role in their overall cognitive performance and task success.

152. (A) Insight
Insight is a type of problem-solving where the solution appears suddenly after a period of being stuck. This often happens because the person restructures how they see the problem, allowing them to notice a new relationship between the elements. For example, a person might realize that a list of letters represents a sequence of numbers, which makes the next step immediately obvious. This sudden moment is different from a slow, step-by-step approach and highlights the productive and creative side of thinking.

153. (C) Metacognition
Metacognition is the awareness and regulation of one's own thinking and learning processes. When someone thinks about their own strengths and weaknesses and then decides to change their approach to a task, they are using metacognitive skills. This type of self-monitoring and regulation is very important for being a successful learner and problem-solver. It allows individuals to be more strategic and intentional about how they use their time and effort to achieve their goals in academic and everyday life.

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154. (D) Fluid Intelligence
Emotional intelligence is a set of skills that help us manage our own feelings and interact well with others. This includes being aware of our emotions, being able to control them, and having the motivation to work toward goals. It also involves having empathy for other people and being good at social interactions. These skills are quite different from traditional cognitive abilities like the innate reasoning power used to solve novel problems. By focusing on emotional skills, this model provides success.

functions like memory and problem-solving in this way, researchers can develop clear ideas about how the human brain handles information. This systematic approach has been very useful for studying the different stages of thought and understanding the limits of mental capacity.

186. (C) (i), (ii), (iii) and (iv) only
In J.P. Guilford's model of human intellect, the contents dimension describes the different types of information that our minds can process. This includes visual information like shapes and colors, symbolic information like letters and numbers, and semantic information like word meanings. It also includes the ability to process behavioral information from others. By identifying these distinct categories, the model provides a detailed way to understand how people can be more skilled at handling some types of information than others, reflecting various talents.

187. (D) A valid syllogism
A valid syllogism is a formal three-part argument where a certain conclusion must follow if two starting statements are true. This structure is a classic example of deductive reasoning, moving from general rules to a specific case. For example, if all members of a large group share a trait, and a smaller group is part of that large one, then the smaller group must also share that same trait. This systematic way of thinking ensures that the conclusion is logically sound and consistent.

188. (B) A student decides to review their notes from the previous day before starting new material.
Metacognitive regulation involves the active management and control of one's own learning and thinking processes. When an individual makes a conscious decision to use a specific strategy to improve their performance, such as reviewing notes before starting a new task, they are demonstrating this self-regulatory ability. This goes beyond just being aware of how they think; it involves taking action to ensure that their study habits and problem-solving efforts are as effective and efficient as possible, leading to better results over time.

189. (C) Adolescent students
An influential study on creative thinking focused on a group of teenagers to see how creative talent differs from traditional intellectual ability. The researchers wanted to know if highly creative students were viewed differently by their teachers and how they performed in their classes compared to students with very high IQ scores. This research highlighted that creativity is a distinct form of talent that can lead to academic success and that it should be recognized and valued separately from standard measures of intellectual capacity.

190. (A) (i), (ii) and (iii) only
Howard Gardner's theory of multiple intelligences suggests that there are several distinct and relatively independent ways that people can be smart. His model includes traditional academic skills as well as domains like understanding oneself, having a strong sense of nature, and being skilled at spatial tasks. By moving away from the idea of a single general intelligence factor, this framework recognizes a much wider range of human talents. Each type of intelligence represents a unique way of processing and interacting with the world around us.

191. (C) Fluid intelligence
Fluid intelligence is the mental capacity to think logically and solve problems in new and unfamiliar situations, independent of any knowledge gained from experience or schooling. This type of ability involves noticing patterns and seeing relationships between abstract shapes to find a solution. It is considered an innate, biological capacity that allows people to handle novel challenges flexibly. This is different from the ability to use learned facts and vocabulary, which is based more on education and a lifetime of accumulated information.

192. (D) Associationism
Associationism is a historical perspective that views thinking as a chain of simple ideas that become connected through experience. According to this view, thoughts lead to one another because they occurred at the same time or were very similar. By repeating these connections, the mind builds more complex structures, allowing for memory and learning. This approach emphasizes the importance of external stimuli and the frequency of events in shaping how we think, rather than relying on innate mental structures or holistic organizational principles.

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our environment. This view suggests that different languages provide different sets of categories and labels, which can shape a person's focus and memory. While it does not say that language completely determines our thoughts, it does suggest that the linguistic tools we have available can make certain ways of thinking more likely or easier. This perspective has led to many studies on language and cognitive processes.

179. (D) Means-End Analysis
Means-end analysis is a problem-solving strategy that involves reducing the difference between the current state and the goal state by creating smaller sub-goals. By focusing on reaching each of these smaller targets, a person can gradually move closer to the final solution without feeling overwhelmed by a large and complex task. This methodical approach helps individuals stay organized and motivated, as each small success provides a clear path forward toward the ultimate goal they are trying to achieve in life.

180. (B) P-3, Q-1, R-2, S-4
Psychologists have developed many different models to describe human intellect. Some focused on two levels of ability based on complexity, while others explored the importance of emotional and social skills. Some models were based on specific brain functions like planning and attention, and others distinguished between innate reasoning and the knowledge we gain from experience. These diverse frameworks provide different ways to understand and measure human cognitive potential, reflecting the complex and multifaceted nature of how we think and solve problems.

181. (B) The initial state, goal state, or operators are unclear.
An ill-defined problem is one where the starting point, the desired goal, or the steps needed to get there are not clear. This is very common in real-world challenges, such as finding happiness or achieving world peace, where there is no single right answer or simple set of rules to follow. These types of problems require more creativity and flexible thinking than well-defined ones because the individual must first define the problem more clearly before looking for a successful solution.

182. (A) Simultaneous Processing
Simultaneous processing is the mental ability to see and integrate multiple pieces of information all at once into a single, unified whole. This skill is essential for tasks that require understanding the overall structure or layout of something, such as reading a map or grasping the meaning of a complex diagram. It allows the mind to perceive the relationships between different parts of a stimulus simultaneously, rather than processing them one after another in a specific sequence over a period of time.

183. (C) IQ and creativity are independent in relaxed, game-like settings.
An important study found that the relationship between intelligence and creativity can change depending on the testing situation. When children were tested in a relaxed, game-like environment rather than a traditional high-pressure setting, their scores on creativity tests had very little to do with their IQ scores. This suggested that traditional intelligence and the ability to think creatively are two separate and independent skills. This research highlighted the need to consider the atmosphere when trying to measure true creative potential and original thinking.

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184. (D) How intelligence impacts and relates to novel experiences.
In Robert Sternberg's three-part theory of intelligence, one component focuses on how individuals handle new and unfamiliar situations. This involves the ability to generate novel ideas and find creative solutions when faced with a challenge that has never been encountered before. It also includes the capacity to make some tasks automatic through practice, which saves mental energy for more difficult problems. This type of intelligence is essential for innovation and adapting effectively to a changing world, where traditional skills are not enough.

185. (A) Both A and R are true and R is the correct explanation of A.
The information-processing approach often uses the computer as a metaphor to explain how human thinking works. This framework suggests that both minds and machines take in data, process it through various logical steps, and produce an output. By modeling cognitive

One model is based on specific brain functions like planning and attention. It is important to match the correct theorist with their specific framework, as misattributing these ideas can lead to a misunderstanding of how different researchers view the nature of human cognitive ability and the diverse ways people are smart.

201. (C) Deciding to break a large study session into smaller, manageable chunks.
Planning is a metacognitive skill that involves deciding how to approach a task before starting it. This includes setting clear goals and choosing the best strategies to achieve them. For example, when a student decides to break a large project into smaller, manageable parts, they are using this self-regulatory function. By being intentional about their work, individuals can use their time and energy more effectively. This strategic approach is a key part of managing one's own thinking and ensures more successful learning outcomes.

202. (D) Spearman's emphasis on a single 'g' factor.
Louis Thurstone challenged the popular idea that intelligence is one single overarching ability. He argued that human intellect is actually made up of several distinct and independent primary mental abilities, such as verbal comprehension and spatial reasoning. By using advanced statistical methods, he showed that a person could be very strong in one of these areas while being average in another. This provided a more detailed and nuanced view of how human cognitive skills are organized and how they should be measured in individuals.

203. (B) A student solving every problem using the same previous method.
A mental set is the tendency to approach a problem in a familiar way, even if it is not the most effective approach for the current situation. This cognitive habit occurs because individuals rely on strategies that worked for them in the past. While this can sometimes save time, it can also lead to rigidity and prevent a person from seeing better solutions. This phenomenon demonstrates how our past experiences can influence our current thinking, sometimes making problem-solving less flexible and more predictable than it should be.

204. (A) Gestalt Psychology
Productive thinking is a concept from a perspective that sees thinking as a process of grasping the structural relationships within a problem. According to this view, solving a challenge involves more than just repeating past associations; it requires a sudden restructuring of how we see the situation to gain a deep insight. This approach emphasizes that the mind seeks to organize information into meaningful patterns and that the overall structure is more important than individual parts in finding a creative solution.

205. (C) Divergent thinking and problem-solving skills.
Some tests are designed specifically to measure creative potential by looking at how well a person can think in different directions to generate many unique solutions. These assessments evaluate several parts of creative thinking, such as being able to produce many ideas, switching between categories of thought, and adding detail to a basic concept. By focusing on these divergent thinking skills, these tests provide a different view of a person's abilities than traditional IQ tests, which usually look for only one correct answer.

206. (B) Representativeness heuristic
The representativeness heuristic is a mental shortcut where people make judgments based on how well someone or something matches their internal stereotype of a category. Instead of looking at actual statistical facts, individuals often rely on how similar a case seems to a typical prototype. While this method can be fast, it often leads to errors because people ignore important information about how common certain things actually are in the real world. This demonstrates how our internal categories can bias our everyday decisions.

207. (A) Both Statement I and Statement II are true.
Intelligence is often described as having two main parts. One part is the innate ability to reason abstractly and solve new problems, which is closely linked to biology and often declines as people get older. The other part is the knowledge and skills gained from education and life experiences, which tend to grow or stay stable throughout adulthood. This distinction between fluid and crystallized abilities helps explain why

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193. (A) Both Statement I and Statement II are true.
Decision-making and problem-solving are related but distinct mental activities. Decision-making involves looking at different options and choosing the best one among them. Problem-solving is a broader process that involves finding a way to reach a goal when the path is not immediately obvious. While both require logical thinking and evaluating alternatives, problem-solving often involves more steps, such as defining the problem and generating new possibilities, before a final decision can be made. Both are essential for navigating the challenges faced daily.

194. (B) Spearman
Charles Spearman was a pioneer who used statistical methods to argue that human intellect is based on a single general intelligence factor. He noticed that people who did well on one cognitive task often did well on others as well, suggesting an underlying mental energy that influences all performance. While he also acknowledged that people have specific skills for particular tasks, his focus on this general ability had a major influence on how intelligence was measured and understood for many decades in the psychological field.

195. (A) (ii), (iv), (iii), (i)
Emotional intelligence consists of several skills that move from understanding oneself to interacting with others. It starts with being aware of one's own feelings and then being able to control them. Once an individual has this self-management, they can then develop a sense of empathy for the feelings of others. Finally, these internal skills allow a person to build good social relationships and work effectively in groups. This hierarchy highlights that managing our own internal emotional life is the foundation for successful social interactions.

196. (A) Overextension in concept formation
In the early stages of concept formation, children often make mistakes as they learn the rules for different categories. One common error involves applying a label too broadly, such as calling anything that shares a few features with a known object by the same name. This overextension shows that the child has noticed some similarities but has not yet learned all the specific features that distinguish one category from another. As they gain more experience, their categories and concepts become more refined and accurate.

197. (B) It deals with behavior in real-world environments.
In Robert Sternberg's three-part theory of intelligence, one component focuses on the ability to handle the practical challenges of everyday life. This street smarts involves being able to adapt to one's environment, changing it to fit one's needs, or finding a new environment when necessary. This type of intelligence is highly contextual and focuses on the application of knowledge to real-world situations, rather than just academic tasks. It is essential for success in navigating social and practical challenges in the world.

198. (C) Successive
The PASS theory of intelligence describes four essential cognitive processes that are necessary for thinking and problem-solving. One of these processes involves the mental ability to handle information in a specific, serial order. This successive processing is crucial for tasks like remembering a phone number or following a sequence of instructions. It is distinct from the ability to organize information all at once into a single whole. Together, these coding types help the brain manage and understand different kinds of complex stimuli.

199. (D) It involves purposeful inference from knowledge.
Reasoning is a purposeful and logical mental process that distinguishes it from other forms of thought like dreaming or idle daydreaming. It involves making deliberate inferences from existing knowledge to reach a conclusion or solve a problem. This type of thinking is organized and follows specific rules, allowing individuals to evaluate information and make sound judgments. By using concepts and logic to move from one idea to another, reasoning provides a systematic way to understand the world and make effective decisions in situations.

200. (C) Gardner - PASS Theory
Psychologists have developed many different theories to describe how human intelligence is structured. Some proposed a single general factor, while others identified a set of primary mental abilities or three interacting components.

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215. (D) All of the above
Emotional intelligence includes several key skills that help people manage themselves and their relationships effectively. This involves being aware of one's own feelings, being able to control them, and having the motivation to work toward goals. It also includes having empathy for others and being skilled at social interactions. Together, these five components provide a broad and multifaceted view of success and effectiveness that goes beyond traditional academic ability, highlighting that managing emotions is just as important as logical reasoning.

216. (B) Early behaviorism and its view on language and thought
An early perspective on language and thought suggested that thinking is essentially a form of silent speech. According to this view, when we think, we are using the same muscles and neural pathways that we use for speaking, but at a level that is not audible. This approach emphasized the observable aspects of behavior and played down the importance of internal mental states. This idea reflects a time in psychology when researchers were trying to make the study of thinking more scientific.

217. (C) Standard IQ tests may not capture talent related to creativity.
Important research has shown that creative talent is a distinct skill that is not always captured by traditional intelligence tests. These studies found that highly creative students often perform very well academically, even if they are not always the favorites of their teachers. This work highlighted the need for schools to recognize and value a wider range of talents beyond just standard intellectual ability. By focusing on both IQ and creativity, we can get a much better picture of a student's potential.

218. (D) Fluid intelligence
Fluid intelligence is the mental capacity to reason abstractly and solve new problems that do not depend on any previous knowledge or schooling. This type of ability is essential for learning something completely unfamiliar, such as a new language or a complex system, where you have to identify patterns and see relationships between new ideas. Unlike the skills based on learned facts and experience, fluid intelligence allows for flexible thinking and quick learning in novel situations, making it a key part of innovation.

219. (B) Street smarts
In Robert Sternberg's three-part theory of intelligence, the contextual part is what most people call street smarts. This is the practical intelligence we use to handle the challenges of everyday life and navigate our environment successfully. It involves being able to adapt to new situations, changing our surroundings to fit our needs, or knowing when it is time to find a new environment. This type of skill is highly practical and focused on applying knowledge to real-world problems rather than just academic ones.

220. (A) P-3, Q-1, R-4, S-2
Creative thinking is made up of several distinct abilities that can be measured through various tests. Some look at how many ideas a person can generate, while others focus on the variety of different categories those ideas fall into. Another important part is the novelty or statistical rarity of the responses. Finally, the ability to add detail and expand on a simple thought is also a key factor. Together, these four dimensions provide a comprehensive way to evaluate an individual's potential for divergent thinking.

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221. (C) It is a fundamental component of the Associationist theory of thought.
Metacognition is the awareness and regulation of one's own thinking and learning processes. This includes knowing about your own cognitive strengths and weaknesses and being able to adjust your strategies to improve performance. It is a modern concept that focuses on active self-control and can be developed through training. This higher-order thinking is very different from older ideas that focused on simple connections between ideas. By being metacognitive, individuals become more strategic and effective in their learning and everyday problem-solving efforts.

222. (D) Group differences in intelligence test scores
A controversial theory suggested that cognitive abilities are split into two levels, with one focusing on basic memory and the other on complex reasoning. The researcher argued that these differences could explain why certain groups perform differently on standardized tests.

which are distinct from the logic-driven process of finding a single correct answer.

288. (B) Divergent thinking abilities
The Torrance Tests of Creative Thinking (TTCT) were specifically developed to assess divergent thinking abilities. Based on Guilford's theoretical framework, these tests evaluate how well an individual can generate multiple, unique solutions to a problem. They measure creative potential through specific indicators such as the number of ideas produced, the variety of categories explored, the originality of responses, and the level of detail.

289. (D) Flexibility
Flexibility is a specific measure of divergent thinking that refers to the ability to produce ideas across a variety of different categories or perspectives. In a brainstorming session, if a person can shift their thinking to explore many different themes rather than staying within one narrow area, they are demonstrating high flexibility. This differs from fluency, which only counts the total number of ideas.

290. (A) J.P. Guilford
E. Paul Torrance built upon the foundations laid by J.P. Guilford regarding the nature of creative thought. He operationalized Guilford's concepts of divergent thinking by creating standardized instruments for assessment. The Torrance Tests of Creative Thinking utilize Guilford's dimensions of fluency, flexibility, originality, and elaboration to provide a measurable profile of an individual's creative potential in both children and adult populations.

291. (C) Students with high creativity and lower IQs performed as well academically as high-IQ students.
Getzels and Jackson discovered that students with high creativity scores, even if they had lower IQ scores than their peers, achieved comparable results on academic tests. This finding suggested that creativity is a significant cognitive factor in educational success that traditional IQ tests do not fully measure. It highlighted that high intelligence is not the only path to achieving high academic performance.

292. (A) A permissive, non-evaluative environment is most conducive to creative expression.
Wallach and Kogan argued that the environment plays a critical role in the expression of creative thought. They suggested that traditional, high-pressure testing environments can inhibit creativity. Instead, they proposed that a permissive, game-like, and non-evaluative context allows individuals to feel free from judgment. Such an atmosphere fosters more associative and playful thinking, which is necessary for generating original ideas.

293. (D) Traditional intelligence tests may not capture all abilities relevant to academic success.
The research conducted by Getzels and Jackson challenged the conventional reliance on IQ scores as the primary predictor of academic achievement. By showing that highly creative students with lower IQs could perform just as well as high-IQ students, they demonstrated that traditional intelligence tests might overlook critical cognitive abilities. This implies that academic success is influenced by a broader range of factors.

294. (B) Associative and playful thinking.
According to Wallach and Kogan, a permissive and non-evaluative atmosphere encourages a specific mindset conducive to creativity. In such a game-like context, individuals are more likely to engage in associative and playful thinking. This mental state allows for the generation of more novel and original ideas because the thinker is not constrained by the pressure of being judged or timed.

295. (C) Intelligence and academic achievement.
The work of Jacob Getzels and Philip Jackson focused on investigating how creativity relates to traditional measures of intelligence and academic performance. Their study compared students categorized by high IQ or high creativity to see how these traits influenced school achievement. This research was pivotal in suggesting that creativity is a distinct cognitive ability that contributes independently to a student's success in education.

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many different factors based on the mental process used, the type of information being handled, and the result of that processing. By combining these different elements, he provided a way to describe hundreds of unique intellectual abilities. This approach was particularly influential because it included creative production as a specific type of mental operation, encouraging researchers to look beyond traditional academic skills.

231. (C) Rationality is limited by information, time, and biology.
Bounded rationality is the idea that human decision-making is limited by our biology and the environment. We often have to make choices with limited time, imperfect information, and a brain that can only handle so much data at once. Instead of being perfectly rational, we use mental shortcuts and often settle for an option that is good enough rather than the absolute best. This perspective provides a more realistic view of how people actually make decisions in their daily and professional lives.

232. (D) Processing stimuli in a specific serial order.
Successive processing is the mental ability to handle information in a specific, serial order over time. This function is essential for tasks where the sequence of elements is crucial for understanding, such as following a set of instructions or remembering the order of words in a sentence. It allows the mind to organize stimuli one after another, which is a key part of how we process many types of information. This coding is distinct from the ability to integrate information all at once.

233. (C) Statement I is true, but Statement II is false.
Researchers have identified two main types of intelligence that change differently as we get older. One type is the innate ability to reason abstractly and solve new problems, which is closely linked to biology and often peaks in early adulthood before gradually declining. The other type is based on the knowledge and skills gained from experience and education, which tend to grow or stay stable throughout most of our lives. This distinction helps explain the different ways our cognitive abilities evolve.

234. (B) Linguistic; Logical-Mathematical
Howard Gardner's theory suggests that people have several distinct types of intelligence. Different professions often require a high level of ability in specific areas. For example, a person who works with words and language needs linguistic skill, while someone who works with logic and numbers needs logical-mathematical skill. By recognizing these diverse forms of intelligence, the model highlights that being smart can mean many different things depending on the field a person is in and the specific talents and capacities they use most.

235. (A) Both A and R are true and R is the correct explanation of A.
Functional fixedness is a cognitive bias that can be a major barrier to effective problem-solving. It involves the tendency to see objects only for their traditional and common purpose, which prevents individuals from thinking of novel and creative ways to use them. This mental block limits our ability to find innovative solutions to practical challenges, especially those that require using everyday items in unusual ways. Overcoming this bias is a key part of thinking flexibly and developing a creative approach.

236. (A) Spearman
An early and influential theory of intelligence suggested that human intellect is made up of two parts. The first is a general factor that influences how well a person performs on any cognitive task. The second consists of specific factors that are unique to particular activities, such as music or math. This model was developed using statistical methods to show that there is an underlying mental energy that connects various skills together, providing a foundational way to understand the structure of human abilities.

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237. (C) Algorithmic
Concept formation involves several different rules for how we categorize the objects and ideas in our world. Some rules require all features to be present, some only one of several, and others focus on the relationship between features. These different rules help us organize our experiences in meaningful ways. However, some terms describe step-by-step procedures for solving problems rather than rules for creating mental categories. It is important to distinguish between

on holistic patterns or simple mental associations of ideas.

253. (C) Associationism focuses on piecemeal connections, while Gestalt focuses on holistic problem structures.
Associationism defines thinking as the formation of links between mental events based on proximity and similarity. In contrast, the Gestalt perspective views thinking as a holistic process that involves grasping the complete structure of a problem. While the former focuses on piecemeal connections between individual elements, the latter emphasizes the mind's ability to perceive organized wholes and meaningful patterns.

254. (D) The Information Processing model
The Feature Integration Model explains the psychological process of combining distinct attributes, such as color and shape, into a unified perception. This model is presented as a specific extension of the broader Information Processing framework. It details stages of pre-attentive feature detection followed by focused attention, aligning with the information processing focus on symbolic manipulation and sequential stages.

255. (C) Associationism
Associationism is a foundational perspective suggesting that complex thoughts arise from connecting ideas based on principles like contiguity and similarity. This view posits that mental life is built upon links formed through experience. If a psychologist believes that thought develops by joining simple ideas together because they frequently occur together in experience, they are following the reductionist principles of Associationism.

256. (B) To promote cognitive economy by grouping experiences.
Concepts serve as mental representations that group items sharing common properties, which organizes and simplifies the vast amount of information encountered. This process promotes cognitive economy by reducing the necessity to learn and remember every unique entity individually. By categorizing experiences, concepts allow for efficient interaction with new examples and facilitate higher-order functions like reasoning, prediction, inference, and communication.

257. (D) A disjunctive rule
A disjunctive rule defines a concept by requiring an object to possess at least one feature from a set of alternatives. In the case of defining a pet as a dog, a cat, or a fish, membership is granted if any of these specific attributes are present. This contrasts with rules requiring all specified features to be simultaneously present within the object.

258. (A) Recognizing a new type of table as a "table" because it shares properties with other tables.
Concepts function by grouping items with common properties, which allows individuals to interact efficiently with novel objects. When someone identifies a new piece of furniture as a table based on its shared characteristics with known tables, they are utilizing the cognitive economy provided by categorization. This ability prevents the need to treat every new encounter as a completely unique experience.

259. (C) Every single object and event would need to be treated as a unique entity.
Without the ability to form concepts, the human mind would be overwhelmed by the sheer volume of data it encounters daily. Cognitive efficiency would be lost because every single object, event, or idea would have to be processed as a novel and unique entity. Concepts provide cognitive economy by grouping similar experiences, making higher-order functions like reasoning and prediction possible.

260. (A) Conjunctive rule
A conjunctive rule is a specific guideline for concept formation where an item must possess all specified features to be included in a category. For example, if a concept requires an object to be simultaneously round and red, it follows this rule. This differs from disjunctive rules, where only one of the multiple features is required for category membership.

261. (D) Algorithms guarantee a solution, whereas heuristics are efficient shortcuts that may not.
Algorithms are systematic, step-by-step procedures that provide a guaranteed solution to a problem if they are applied correctly. Heuristics, however, serve as mental shortcuts or rules of thumb that facilitate quicker decision-making. While heuristics are more efficient in

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dimensions: operations, contents, and products. Operations are mental processes, contents are types of information, and products are the results. By identifying many different factors within these categories, he provided a detailed way to describe intellectual performance. This model was particularly influential because it included creativity as a specific type of mental operation, encouraging researchers to look beyond traditional academic skills and standard IQ scores to evaluate human potential.

246. (C) British Associationism
A historical perspective on the mind suggested that all of our thoughts are made up of mental images. According to this view, thinking is essentially the process of linking these images together based on our past experiences. This idea was a central part of an early school of thought that emphasized the importance of associations in how we learn and remember information. While modern psychology has a much more complex view of thinking, these early ideas were foundational in starting the scientific study.

247. (D) finding a path; choosing an option
Problem-solving and decision-making are two related but distinct cognitive processes. Problem-solving is about finding a path to a goal when the way is not immediately obvious, which involves generating possibilities and exploring different routes. Decision-making is the final step of evaluating those options and choosing the best one among them. While they often happen together, they require different types of thinking. Understanding the difference between finding a way forward and making a final choice is essential for effectively navigating challenges.

248. (C) Statement I is true, but Statement II is false.
Robert Sternberg proposed a theory of intelligence that consists of three distinct parts: analytical, creative, and practical. These components represent the different ways we use our mental abilities to solve problems and succeed in life. While some other theories focus on managing emotions, this particular model emphasizes the processes used for logic, dealing with new situations, and adapting to real-world environments. Together, these three parts provide a complete view of what it means to be intelligent in both academic and everyday settings.

249. (B) The control and monitoring of one's own cognitive processes.
Metacognitive regulation involves the active management and control of one's own thinking and learning processes. This includes planning how to approach a task, monitoring one's progress, and evaluating the final results to see how well they match the goals. By being intentional about their cognitive activities, individuals can improve their learning and become more effective problem-solvers. This self-control is a key part of metacognition and is essential for achieving success in complex tasks that require ongoing adjustment of strategy.

250. (A) Both A and R are true and R is the correct explanation of A.
The PASS theory of intelligence is based on the neuropsychological work of Alexander Luria, who identified several key brain units responsible for different cognitive activities. These include a unit for arousal and attention, one for coding information either all at once or in a sequence, and another for planning and monitoring actions. This model provides a biological foundation for understanding human intellect, linking our mental abilities to the specific way our brain is organized and functions to handle various types of information.

251. (B) Gestalt Psychology
Gestalt psychology posits that thinking involves perceiving the holistic structure of a problem rather than a collection of individual parts. This approach highlights the inherent tendency of the human mind to organize sensory input into patterns. It suggests that problem-solving occurs through sudden insight when the overall pattern is recognized, rather than through a series of step-by-step associations.

252. (A) The manipulation of symbolic information through stages like encoding and retrieval.
The Information Processing model utilizes the computer as a metaphor to describe human cognition. Thinking is conceptualized as a sequence of stages that include encoding, storage, and retrieval. This framework specifically emphasizes how the mind manipulates symbolic information through both sequential and parallel processes to solve problems, rather than focusing

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271. (C) A combination of the 'g' factor and a relevant 's' factor.
Charles Spearman's two-factor theory posits that cognitive performance is influenced by a single, pervasive general intelligence factor known as 'g'. Additionally, he identified specific factors, or 's' factors, that are unique to individual tasks. Consequently, any given test score reflects the combined contribution of the person's general mental energy and their specific ability related to that particular type of task.

272. (B) Spearman emphasized a single general factor, while Thurstone proposed multiple independent abilities.
The core conflict between these two theories lies in the structure of intelligence. Spearman argued for a unitary view centered on a single general factor, 'g', which influences all cognitive performance. Conversely, Thurstone rejected this single-score approach, proposing instead a multifactor theory. He identified seven independent Primary Mental Abilities, suggesting that intelligence is a composite of distinct and separate domains.

273. (D) Emotional intelligence
Louis L. Thurstone identified seven independent Primary Mental Abilities through the use of factor analysis. These include verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and reasoning. While emotional intelligence is a significant concept in contemporary psychological models, it was not part of the original list of seven independent cognitive factors proposed in Thurstone's multifactor theory.

274. (A) The operation of the 'g' factor.
Spearman's 'g' factor represents a general intelligence that underlies performance across all cognitive domains. This concept explains why individuals who excel in one area, such as mathematics, frequently demonstrate high performance in other related areas like logic puzzles. The 'g' factor is the common thread that links different cognitive tasks, suggesting that a single underlying ability influences various mental activities.

275. (C) Louis L. Thurstone
Thurstone's multifactor theory emphasizes that intelligence should be understood as a profile of performance across several independent domains. Assessing an individual based on specific scores for abilities like verbal comprehension, number facility, and perceptual speed aligns with this perspective. This approach views intelligence as a composite of distinct Primary Mental Abilities rather than a single score derived from one general factor.

276. (A) Fluid intelligence (Gf)
Raymond Cattell divided general intelligence into fluid and crystallized components. Fluid intelligence (Gf) is defined as the ability to reason, think abstractly, and solve novel problems. Importantly, this type of intelligence operates independently of any previously acquired knowledge or cultural experience. It is often measured through tasks involving pattern recognition and reasoning that do not rely on formal schooling or facts.

277. (D) General intelligence ('g')
Robert Sternberg's Triarchic Theory of Intelligence focuses on how three distinct types of intelligence work together to achieve success. These are analytical, creative, and practical intelligence. Unlike earlier psychometric theories, such as Spearman's, this model does not use the single general intelligence factor known as 'g' as a primary component. Instead, it emphasizes the integration of these three specific capacities.

278. (B) Crystallized intelligence (Gc)
Crystallized intelligence (Gc) involves the ability to use acquired skills, knowledge, and experience to solve problems. This form of intelligence reflects the cumulative effects of education and acculturation over time. Successfully completing a crossword puzzle is a prime example of crystallized intelligence, as it requires the retrieval of specific vocabulary and general information that has been learned and stored previously.

279. (C) The speed and efficiency of information processing.
Arthur Jensen proposed that the speed of information processing is a fundamental element of intelligence. He suggested that differences

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terms of time and effort, they do not offer the same guarantee of a correct outcome that formal algorithms provide.

262. (B) A mental set
A mental set refers to the cognitive tendency to rely on problem-solving strategies that have been successful in previous situations. This can become an obstacle when an individual persists in using an old method for a new problem, even when it is no longer appropriate or effective. It represents a lack of flexibility in adapting one's approach to novel challenges.

263. (C) Functional fixedness
Functional fixedness is a cognitive bias that limits an individual to perceiving an object only in its most common or conventional use. This obstacle inhibits creative problem-solving by preventing the realization that an item, such as a coin, can serve an alternative purpose, like tightening a screw. Overcoming this tendency is essential for finding innovative solutions in various practical scenarios.

264. (D) Designing a plan to "achieve world peace".
Ill-defined problems are characterized by a lack of clarity regarding the initial state, the goal state, or the constraints involved. They are often ambiguous and lack a single, clear-cut path to a solution. Aiming to achieve world peace is a classic example because the specific steps and the definitive end-state are not universally defined or easily measurable by solvers.

265. (A) A heuristic
Means-ends analysis is a cognitive strategy used to navigate the problem space by identifying the differences between the current state and the goal state. It then involves taking steps to reduce those differences. As a mental rule of thumb that is generally efficient but lacks a guaranteed success rate, it is classified as a heuristic rather than a formal algorithm.

266. (B) Metacognitive knowledge
Metacognitive knowledge is a primary component of metacognition that involves an individual's awareness and understanding of their own cognitive processes. This includes recognizing one's personal strengths and weaknesses as a learner, understanding the specific requirements of a given task, and knowing which strategies are most appropriate to apply. It essentially represents the stored information one has about their own thinking.

267. (B) Metacognitive regulation
Metacognitive regulation involves the active control and monitoring of cognitive activities. This process includes planning how to approach a specific task, monitoring one's understanding and progress as the task is being performed, and evaluating the final results. It is the dynamic application of strategies to manage thinking, distinct from the static knowledge about one's cognitive abilities or the task itself.

268. (A) Metacognitive regulation
When an individual recognizes that their current strategy is ineffective and actively chooses to switch to a different approach, they are exercising metacognitive regulation. This involves monitoring comprehension and progress toward a goal, followed by adjusting actions based on that evaluation. It demonstrates the ability to control cognitive activities in real-time to improve performance and achieve better learning outcomes.

269. (C) Metacognitive abilities are crucial for selecting and adjusting strategies in decision-making.
Robust metacognitive abilities are essential for effective decision-making because they allow individuals to manage their cognitive strategies. Metacognition enables the selection of appropriate methods for a task, the monitoring of their ongoing effectiveness, and the adjustment of approaches when necessary. This active regulation ensures that the selection of alternatives in decision-making is informed by an understanding of one's own thought.

270. (D) Knowledge about oneself as a learner.
Metacognitive knowledge includes awareness of oneself as a learner, which refers to the understanding of one's own cognitive strengths and preferences. Recognizing that one acquires practical skills more effectively than theoretical concepts is a specific example of this self-awareness. It involves knowing which conditions or types of material are most conducive to one's personal learning and overall cognitive performance.

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This idea led to a lot of debate because it focused on the heritability of these skills rather than the influence of environment or culture. This discussion highlights the challenges involved in studying group differences in intelligence and how those results are interpreted by society.

223. (B) Both Statement I and Statement II are false.
Reasoning involves two main logical methods. One process moves from general rules to a certain conclusion about a specific case. The other process moves from specific observations to a probable generalization about a broader group. It is important not to confuse these two, as they work in different directions and provide different levels of certainty. One guarantees the truth if the logic is right, while the other only provides a likely pattern. Both are essential for effective thinking and problem-solving in daily life.

224. (B) Köhler's chimpanzee and banana problem
Gestalt psychology often studied problem-solving using situations where the solution requires a sudden change in perspective. For example, a chimpanzee might be stuck on a challenge until they realize that a tool can be used in an unusual way, leading to an immediate moment of clarity. These classic experiments showed that thinking is not just about a slow trial-and-error process, but about grasping relationships between parts of a problem to find a novel solution. This insight-based approach highlights productive thinking.

225. (A) (iii), (ii), (i)
The history of how we study thinking shows a move from simple to more complex ideas. It started with the perspective that thoughts are just simple ideas connected through experience. Later, a new view emphasized that the mind organizes information into meaningful wholes and patterns to gain insight. Finally, a more modern approach uses the computer as a metaphor to describe how information flows through different logical stages in our heads. This progression reflects our deepening understanding of the complex nature of cognitive processes.

226. (C) Intelligence and creativity
Psychologists have long been interested in how different mental abilities relate to each other. One of the most common areas of study is the link between being smart in the traditional sense and being creative. Research has explored whether a person needs a certain level of intelligence to be creative and how these two skills interact in different situations. Understanding this relationship helps us identify a wider range of human talents and how they contribute to success in school and work environments.

227. (D) E. P. Torrance
Many researchers are famous for their work on human intelligence, developing models that describe it as a single factor, a set of primary abilities, or even multiple independent modules. However, some psychologists are primarily known for their contributions to other areas, such as the study of creativity and how to measure divergent thinking. While these fields are related, it is important to distinguish between those who focused on general mental capacity and those who specialized in original thinking and its assessment.

228. (B) Deductive reasoning (Modus Tollens)
Deductive reasoning is a logical process where a specific conclusion is drawn from general rules. One common form involves looking at if-then statements. If the rule is that one thing always follows another, and we see that the second thing did not happen, we can logically conclude that the first thing must not have happened either. This systematic way of thinking ensures that the results are consistent and sound, providing a clear path from universal principles to particular facts in situations.

229. (A) (i), (ii) and (iii) only
Problem-solving involves using various strategies to reach a goal. Some methods involve reducing the distance to the target by creating smaller sub-goals, while others involve working backward from the final result. Sometimes, people can use knowledge from a similar situation to solve a new challenge. However, some mental habits can actually be barriers rather than helpful strategies. It is important to distinguish between the techniques that help us find a solution and the cognitive biases that can get in our way.

230. (B) Guilford
J.P. Guilford developed a very detailed model of human intellect that organized it into a three-dimensional structure. This model identified

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in general intelligence, or 'g', could be largely explained by the efficiency of neural processing. This perspective shifts the focus from the content of intelligence to the biological and cognitive mechanisms that determine how quickly and effectively the brain handles information.

280. (D) Practical intelligence
Practical intelligence, also referred to as contextual intelligence in Sternberg's Triarchic Theory, involves the ability to adapt to, shape, and select everyday environments. This capacity is often described as "street smarts" because it focuses on handling practical, real-world tasks effectively. It represents the application of intelligence to the specific contexts of an individual's daily life, rather than abstract reasoning.

281. (A) Gardner's Theory of Multiple Intelligences
Howard Gardner's Theory of Multiple Intelligences argues that intelligence is not a single unitary trait but a collection of distinct and independent abilities. He identified at least eight different types, including musical, bodily-kinesthetic, and interpersonal intelligence. This theory suggests that individuals possess different cognitive strengths and ways of processing information, which traditional intelligence tests often fail to capture or measure.

282. (B) Daniel Goleman
Daniel Goleman popularized a model that emphasizes the importance of emotional competencies alongside traditional cognitive abilities. His theory of Emotional Intelligence (EI) focuses on the capacity to perceive, manage, and evaluate emotions in oneself and others. Key components include self-awareness, self-regulation, motivation, empathy, and social skills, which are seen as critical factors for achieving success in various life domains.

283. (B) Planning, Attention-Arousal, Simultaneous, and Successive.
The PASS theory of intelligence is a cognitive processing model based on the work of Luria. The acronym stands for four interrelated processes: Planning, Attention-Arousal, Simultaneous, and Successive processing. This framework views intelligence as a set of functional systems in the brain that work together to manage information, allowing for the identification of specific cognitive strengths and weaknesses in individuals.

284. (A) There are multiple, relatively independent intelligences.
A central tenet of Howard Gardner's theory is the rejection of the idea that intelligence is a single, general entity. Instead, he proposes that there are multiple, relatively independent intelligences that represent diverse ways of interacting with the world. This perspective emphasizes that a person's capability in one domain, such as music, does not necessarily predict their capability in another area.

285. (C) Four interrelated cognitive processes.
The PASS theory, developed by Das, Naglieri, and Kirby, conceptualizes intelligence through a framework of four interrelated cognitive processes. These processes—Planning, Attention, Simultaneous, and Successive—are considered fundamental to learning and performance. By focusing on how the brain functions to process information, this theory provides a comprehensive way to understand various cognitive abilities beyond the traditional measures of general intelligence.

286. (D) Convergent thinking seeks a single correct answer, while divergent thinking generates multiple possibilities.
J.P. Guilford identified two contrasting modes of thought. Convergent thinking is the process of narrowing down possibilities to find a single, correct solution, often required in traditional standardized testing. Divergent thinking, however, involves expanding outward from a single point to generate many unique ideas or potential solutions. This distinction is fundamental to understanding the cognitive processes involved in both intelligence and creativity.

287. (C) Divergent thinking
J.P. Guilford explicitly linked divergent thinking with creativity. This type of thinking is characterized by the ability to generate a variety of unique and original ideas from a single starting point. He proposed that creativity could be assessed through specific components of divergent thinking, such as fluency and flexibility,

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the concepts themselves and the strategies we use to find solutions to problems.

238. (D) Metacognitive knowledge
Metacognition is the awareness and understanding of one's own thinking and learning processes. When you think about your past experiences and realize which strategies have worked best for you, you are using metacognitive knowledge. This type of self-awareness is very important for being an effective learner because it allows you to choose the best approach for future tasks. By being aware of your own cognitive strengths and weaknesses, you can manage your time and effort more strategically to achieve results.

239. (B) The number of factors they proposed (one general vs. multiple primary).
Two early researchers of intelligence had a fundamental disagreement about its structure. One argued that there is a single general factor that influences all cognitive tasks. The other challenged this idea, using statistical analysis to show that human intellect is actually made up of several distinct and independent primary mental abilities. This debate between a unified versus a multifaceted model was a major turning point in psychology and led to more complex and detailed ways of measuring and understanding the diversity of human.

240. (C) They are independent constructs in game-like situations.
An important finding in creativity research is that the relationship between intelligence and creativity can change depending on the situation. Some studies found that in a relaxed, game-like environment rather than a traditional high-pressure setting, a person's scores on creativity tests were quite independent of their IQ scores. This suggested that traditional intelligence and the ability to think creatively are two separate skills. This research highlighted the need to consider the atmosphere when trying to measure true potential for original and innovative thinking.

241. (C) A passion to work for reasons that go beyond money or status.
Motivation is a key part of emotional intelligence that involves having a strong inner drive to achieve goals for reasons that go beyond simple external rewards like money or status. People with high levels of this skill are passionate about their work, stay committed even when things are difficult, and have a strong desire to improve. This internal energy helps them stay focused and productive, and it is essential for success in personal and professional life, providing the persistence needed.

242. (D) Divergent thinking
Divergent thinking is a type of cognitive process used to generate many different and unique solutions to a problem that has no single right answer. This skill is often measured by asking people to list as many unusual uses as they can for a common everyday object. By seeing how many ideas they can produce and how varied those ideas are, researchers can get a sense of their creative potential. This is very different from traditional thinking, which focuses on finding one answer.

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243. (B) Solving Raven's Progressive Matrices.
Simultaneous processing is the mental ability to see and integrate multiple pieces of information all at once into a single, unified whole. This function is essential for tasks that require understanding the overall relationship between different parts of a stimulus, such as solving abstract visual puzzles. It allows the mind to perceive the big picture simultaneously, rather than processing each individual piece one after another in a specific sequence over a period of time. This is a core component of human intellect.

244. (A) Heuristics and intuition
People often use mental shortcuts and intuition to make decisions, especially in complex social situations or when time is limited. These gut feelings are based on past experiences and subconscious patterns rather than a slow, step-by-step logical process. While these heuristics can be very fast and often helpful, they can also lead to biases if they are not balanced with objective information. This demonstrates how human decision-making is influenced by both logical analysis and more rapid, intuitive processes in various situations.

245. (A) (i), (ii), and (iii) only
J.P. Guilford developed a complex model that organized human intelligence into three

296. (D) That above a certain IQ level, intelligence ceases to be a strong predictor of creativity.
The threshold hypothesis suggests that the relationship between intelligence and creativity changes as IQ scores increase. It posits that while there is a positive correlation between these two constructs at lower IQ levels, they become largely independent once a certain threshold is reached. Beyond this point, typically cited around an IQ of 120, a person's intelligence score no longer predicts their creativity.

297. (A) Interacting, with intelligence being a necessary but not sufficient condition for creativity.
Many theories describe intelligence as a necessary but not sufficient condition for creativity. This means that a baseline level of cognitive ability is required to acquire the skills and knowledge needed for creative work. However, having a high IQ does not automatically guarantee high creativity. Once the necessary intellectual foundation is present, other factors like motivation and thinking styles determine creative output.

298. (B) A positive correlation
According to the threshold hypothesis, a positive correlation exists between intelligence and creativity below a specific IQ level. This suggests that at lower levels of cognitive ability, increases in intelligence are generally accompanied by increases in creative potential. The baseline analytical ability measured by IQ tests is seen as essential for developing the foundational knowledge and skills that allow creativity to be expressed.

299. (B) By proposing that creative and analytical intelligence are interacting components of successful intelligence.
Robert Sternberg's Triarchic Theory integrates intelligence and creativity by viewing them as interacting components of "successful intelligence." In this model, creative intelligence is needed to generate novel and useful ideas, while analytical intelligence is required to evaluate those ideas for their appropriateness and quality. Both capacities are seen as essential and complementary, rather than being independent or mutually exclusive constructs.

300. (A) Personality and motivation
For individuals who have already met the intellectual threshold required for creativity, traditional intelligence measures become less useful as predictors of creative success. At these high IQ levels, non-cognitive factors such as personality, motivation, and specific thinking styles, like divergent thinking, play a more significant role. These elements determine whether an individual will effectively use their intellectual capacities to produce creative work.

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75. An individual who feels a deep sense of absorption, concentration, and enjoyment while engaging in a challenging activity is experiencing what Csikszentmihalyi called:
(A) Peak experience
(B) Self-actualization
(C) Motivational competence
(D) Flow

76. Given below are two statements regarding approaches to personality.
Statement I: The humanistic approach to personality, exemplified by Rogers and Maslow, has been criticized for its vague and non-scientific concepts.
Statement II: The trait approach to personality, such as the Big Five model, is praised for its strong empirical foundation and predictive validity.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

77. The 'Ethological' approach to motivation focuses on:
(A) Cognitive appraisals of success and failure.
(B) Unconscious desires for pleasure.
(C) Innate, species-specific behaviors in natural environments.
(D) The hierarchy of human needs.

78. Which of the following is a coping strategy focused on changing the way one thinks about or appraises a stressor?
(A) Biofeedback
(B) Progressive Muscular Relaxation
(C) Emotion-focused coping
(D) Cognitive reappraisal

79. The need for power (nPow), as studied by David McClelland, is the desire to:
(A) Have impact, influence, and control over others.
(B) Form close, friendly relationships with others.
(C) Overcome obstacles and achieve a high standard of excellence.
(D) Experience novel and thrilling situations.

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80. Identify the incorrect statement concerning theories of emotion.
(A) The James-Lange theory gives physiology a primary role in causing emotion.
(B) Lazarus's theory suggests that emotional responses occur before any cognitive appraisal of the situation.
(C) The Canon-Bard theory argues for the simultaneous experience of emotion and physiological response.
(D) The Schachter-Singer theory posits that physiological arousal is non-specific and requires a cognitive label.

81. A key contribution of the Neo-Freudians over classical psychoanalysis was:
(A) A complete rejection of the influence of childhood.
(B) A greater emphasis on social and cultural factors in personality development.
(C) The discovery of the unconscious mind.
(D) The exclusive use of experimental methods.

82. Consider the following statements about Kohlberg's theory of moral development:
1. Kohlberg's theory focuses on moral reasoning, not necessarily moral behavior.
2. The stages of moral development are considered to be sequential and universal.
3. The highest level, post-conventional morality, is achieved by most adults in all cultures.
4. The theory was primarily developed based on interviews with male subjects.
5. The conventional level is characterized by adherence to laws and social norms.

Which combination of statements is correct?
(A) 1, 3, and 5
(B) 2, 4, and 5
(C) 1, 2, 4, and 5
(D) 1, 2, 3, and 4

83. The practice of Yogasana as a stress management technique primarily works by:
(A) Providing electronic feedback on physiological states.
(B) Inducing a hypnotic state through guided visualization.
(C) Combining physical postures, breathing exercises, and meditation to calm the mind and body.

8. Which of the following is an example of a socio-cultural determinant of personality?
(A) Individualistic vs. Collectivistic societal norms
(B) Inherited temperament
(C) Neurotransmitter levels
(D) Brain structure abnormalities

9. Consider the following statements about personality theories:
1. Neo-Freudians placed more emphasis on social factors than Freud did.
2. Trait theories focus on describing stable personality characteristics.
3. Social learning theory suggests personality is acquired through reinforcement and imitation.
4. Transpersonal psychology explores the spiritual dimensions of human experience.

Which of the above statements are correct?
(A) 1 and 2 only
(B) 2, 3 and 4 only
(C) 1, 3 and 4 only
(D) 1, 2, 3 and 4

10. Given below are two statements regarding theories of emotion.
Statement I: The James-Lange theory of emotion posits that we experience emotion as a result of our physiological responses to an event.
Statement II: The Canon-Bard theory of emotion suggests that physiological arousal and the experience of emotion occur simultaneously.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

11. The concept of 'Locus of Control' was proposed by:
(A) Martin Seligman
(B) Lawrence Kohlberg
(C) Albert Bandura
(D) Julian Rotter

12. Which approach to motivation emphasizes the role of fixed action patterns and innate releasing mechanisms?
(A) Psychoanalytical
(B) Ethological
(C) S-R Cognitive
(D) Humanistic

13. Which of the following pairs of concept and theorist is incorrectly matched?
(A) Explanatory Styles - Seligman
(B) Personal Constructs - George Kelly
(C) Locus of Control - Carl Rogers
(D) Moral Development - Kohlberg

14. The experience of 'flow', as described by Csikszentmihalyi, is most likely to occur when:
(A) The challenge of a task is very high while the individual's skill level is low.
(B) The challenge of a task is very low while the individual's skill level is high.
(C) The challenge and skill level are both extremely low, leading to state of apathy.
(D) Task challenge and individual skill level are both optimally matched and high.

15. An individual who is competitive, impatient, and prone to hostility is exhibiting which personality behavior pattern?
(A) Type A
(B) Type B
(C) Type C
(D) Type D

16. Which of the following is NOT considered a basic concept in motivation?
(A) Drives
(B) Schemas
(C) Arousal
(D) Incentives

17. Arrange the following stages of the motivational cycle in the correct chronological order:
(P) Drive
(Q) Goal-directed behavior
(R) Need
(S) Achievement of goal
(T) Reduction of arousal
(A) R, P, Q, S, T
(B) P, R, Q, T, S
(C) R, Q, P, S, T
(D) Q, P, R, T, S

18. A student attributes her failure in an exam to the teacher's bias and the unfairness of the questions. According to Rotter's theory, she is demonstrating:

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(A) Canon-Bard theory
(B) James-Lange theory
(C) Schachter-Singer theory
(D) Lazarus theory

57. The psychoanalytical approach to studying motivation focuses on:
(A) The pursuit of self-actualization.
(B) How incentives in the environment shape behavior.
(C) The influence of unconscious drives, such as Eros and Thanatos.
(D) The role of cognitive expectations in goal-setting.

58. Which of the following is a key feature of the Existential approach to personality?
(A) The emphasis on concepts like freedom, choice, and the search for meaning.
(B) The use of factor analysis to identify basic traits.
(C) The focus on psychosexual stages of development.
(D) The analysis of stimulus-response learning patterns.

59. A student practices a relaxation technique by first tensing the muscles in his feet, holding the tension, and then releasing it completely, before moving on to his calves. This technique is known as:
(A) Guided Imagery
(B) Biofeedback
(C) Mindfulness Meditation
(D) Progressive Muscular Relaxation (PMR)

60. Consider the following statements about motivation concepts:
1. Needs are typically physiological deprivations, while drives are the psychological states they create.
2. Incentives are internal stimuli that push an individual toward a goal.
3. Arousal refers to the general level of physiological and psychological activation.
4. The motivational cycle describes the process from need to goal attainment.
5. Instincts are considered complex, learned patterns of behavior.

Which combination of statements is correct?
(A) 1, 2, and 3
(B) 1, 3, and 4
(C) 2, 4, and 5
(D) 3, 4, and 5

61. Which of the following is NOT a Neo-Freudian theorist?
(A) Karen Horney
(B) Alfred Adler
(C) B. F. Skinner
(D) Carl Jung

62. The S-R (Stimulus-Response) Cognitive approach to motivation integrates principles from:
(A) Humanism and psychoanalysis.
(B) Ethology and transpersonal psychology.
(C) Trait theory and existentialism.
(D) Behaviorism and cognitive psychology.

63. The concept of 'explanatory style' developed by Seligman is most closely related to the study of:
(A) Optimism and pessimism
(B) Sensation seeking
(C) Moral reasoning
(D) Achievement motivation

64. A person who is relaxed, easy-going, and patient represents the classic:
(A) Type A behavior pattern
(B) Type B behavior pattern
(C) Type C behavior pattern
(D) Type D behavior pattern

65. The primary purpose of biofeedback as a stress management strategy is to:
(A) Distract the individual from stressful thoughts.
(B) Help individuals gain voluntary control over involuntary physiological functions.
(C) Release physical tension through systematic muscle contraction and relaxation.
(D) Reframe negative thoughts into more positive ones.

66. Arrange the following schools of thought in psychology in the approximate chronological order of their emergence:
(P) Humanistic Psychology
(Q) Psychoanalysis
(R) Social Learning Theory
(S) Trait Theory (early versions like Allport's)

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(D) A is false but R is true.

27. 'Motivational Competence' refers to the ability to:
(A) Identify and satisfy basic physiological needs in an effective manner.
(B) Influence and control the behavior of others to achieve specific ends.
(C) Perform tasks with high skill regardless of the level of the challenge.
(D) Engage in goals consistent with personal values and long-term aims.

28. The 'physiological correlates' of emotion primarily involve the activation of the:
(A) Somatic nervous system
(B) Autonomic nervous system
(C) Central nervous system
(D) Parasympathetic nervous system only

29. Consider the following statements about stress management techniques:
1. Yogasana combines physical postures and breathing.
2. Biofeedback is a purely psychological technique with no physiological component.
3. Progressive Muscular Relaxation involves visualizing calming scenarios.
4. Mindfulness involves focusing on the present moment without judgment.

Which of the above statements are correct?
(A) 1 and 4 only
(B) 2 and 3 only
(C) 1, 2 and 3 only
(D) 1, 2, 3 and 4

30. According to Seligman, an individual with a pessimistic explanatory style would most likely attribute a negative event to which causes?
(A) External, unstable, and specific
(B) Internal, unstable, and specific
(C) External, stable, and global
(D) Internal, stable, and global

31. In the context of motivation, an external stimulus that energizes behavior is known as a(n):
(A) Incentive
(B) Drive
(C) Need
(D) Instinct

32. The transpersonal approach to personality is distinct because it emphasizes:
(A) The role of social learning and modeling during development.
(B) Spiritual experiences transcending the individual ego and identity.
(C) The influence of childhood experiences and unconscious desires.
(D) The measurement of stable and enduring character-based traits.

33. Which theory of emotion would argue, "I see a snake, my heart pounds and I start to tremble, and then I interpret these bodily changes as the emotion of fear"?
(A) Canon-Bard Theory
(B) James-Lange Theory
(C) Schachter-Singer Theory
(D) Lazarus's Cognitive-Mediational Theory

34. A conflict in which an individual is simultaneously attracted to and repelled by the same goal or object is known as:
(A) Approach-avoidance conflict
(B) Approach-approach conflict
(C) Avoidance-avoidance conflict
(D) Double approach-avoidance conflict

35. The existential approach to personality primarily focuses on:
(A) Genetic predispositions and the role of heritability.
(B) Classification of individuals into distinct personality classes.
(C) The struggle for meaning and responsibility in human existence.
(D) The impact of cultural norms on individual behavioral traits.

36. Which of the following is NOT one of the needs identified by McClelland's theory of motivation?
(A) Need for Achievement (nAch)
(B) Need for Affiliation (nAff)
(C) Need for Power (nPow)
(D) Need for Self-Actualization (nSA)

37. A manager at a company gives bonuses to employees who meet their sales targets. This is an application of which motivational concept?
(A) Arousal
(B) Instinct

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CHAPTER 07

Personality, Motivation, Emotion, Stress and Coping

1. Which of the following best defines a biological determinant of personality?
(A) The values and specific norms instilled by an individual's culture.
(B) Genetic predispositions and physiological processes influencing behavior.
(C) Learning experiences that an individual encounters within the family.
(D) The socioeconomic status of the society in which a person is raised.

2. According to the psychoanalytical approach, which component of personality operates on the 'reality principle'?
(A) Ego
(B) Id
(C) Superego
(D) Libido

3. Match the personality theories in List I with their key concepts in List II.
List I: (Personality Theory)
P. Social Learning Theory
Q. Humanistic Psychology
R. Trait Theory
S. Psychoanalysis
List II: (Key Concept)
1. Unconscious Conflicts
2. Self-Actualization
3. Observational Learning
4. Cardinal Traits
Choose the correct option:
(A) P-3, Q-2, R-4, S-1
(B) P-2, Q-3, R-1, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-1, Q-2, R-3, S-4

4. Identify the incorrect statement regarding Carl Rogers' humanistic theory.
(A) The concept of 'unconditional positive regard' is central to healthy development.
(B) A state of 'incongruence' occurs when there is a mismatch between the real self and ideal self.
(C) The actualizing tendency is the innate drive to maintain and enhance the self.
(D) Personality is primarily shaped by the resolution of psychosexual conflicts.

5. In Kohlberg's theory of moral development, behavior that is guided by the desire to gain rewards or avoid punishment is characteristic of which level?
(A) Conventional
(B) Post-conventional
(C) Pre-conventional
(D) Non-conventional

6. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Lazarus's theory of emotion, cognitive appraisal is a crucial antecedent to emotional experience.
Reason (R): Lazarus proposed that the individual's interpretation of a situation determines the emotional response, which can occur even without physiological arousal.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

7. A motivational state that results from a physiological or psychological deprivation is best described as a(n):
(A) Incentive
(B) Instinct
(C) Arousal
(D) Need

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(D) Innate, biologically programmed patterns of behavior.

48. Match the stages of Kohlberg's theory in List I with the characteristic reasoning in List II.
List I: (Kohlberg's Stage)
P. Stage 1: Punishment and Obedience
Q. Stage 3: Good Interpersonal Relationships
R. Stage 5: Social Contract and Individual Rights
S. Stage 6: Universal Principles
List II: (Characteristic Reasoning)
1. "I'll do it to get praise and avoid disapproval from others."
2. "I'll do it because it's the right thing to do, based on justice and equality."
3. "I'll do it to avoid getting into trouble."
4. "I'll do it because as a society, we've agreed it's for the best, though laws can be changed."
Choose the correct option:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-3, S-4

49. Which statement accurately describes the 'Type' approach to personality?
(A) It focuses on measuring the degree to which an individual possesses certain characteristics.
(B) It categorizes individuals into discrete, distinct personality classes.
(C) It suggests that personality is learned through observation and imitation.
(D) It explores the unconscious motivations behind behavior.

50. 'Exploratory behavior and curiosity' are considered to be motivated by:
(A) An intrinsic need for stimulation and information.
(B) The need to reduce a primary drive like hunger.
(C) The desire for external rewards and incentives.
(D) The avoidance of punishment.

51. Consider the following statements about different approaches to personality:
1. The Psychoanalytical approach emphasizes unconscious drives.
2. The Social Learning approach highlights the role of cognition and observation.
3. The Trait approach seeks to identify stable dimensions of personality.
4. The Humanistic approach focuses on personal growth and free will.
Which of the above statements are correct?
(A) 1 and 3 only
(B) 2 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

52. The ability to monitor, manage, and modify one's own thoughts, feelings, and behaviors to achieve goals is known as:
(A) Sensation seeking
(B) Self-efficacy
(C) Self-actualization
(D) Self-regulation

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53. The 'Type D' personality is primarily characterized by:
(A) Competitiveness and urgency.
(B) Relaxation and patience.
(C) Social inhibition and negative affectivity.
(D) Passivity and agreeableness.

54. The stress management technique of 'Mindfulness' has its roots in:
(A) Psychoanalytic dream analysis.
(B) Buddhist meditation practices.
(C) Behaviorist conditioning principles.
(D) Humanistic encounter groups.

55. Given below are two statements regarding locus of control.
Statement I: According to Rotter, individuals with an internal locus of control believe that outcomes are the result of their own actions.
Statement II: An external locus of control is associated with a belief that fate, luck, or powerful others determine life events.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

56. The theory of emotion that suggests the thalamus plays a central role in simultaneously relaying information to the cortex and the autonomic nervous system is the:

(A) An external locus of control.
(B) An internal locus of control.
(C) A pessimistic explanatory style.
(D) A high need for achievement.

19. Consider the following statements regarding the determinants of personality:
1. Biological determinants include genetic factors and brain physiology.
2. Socio-cultural determinants encompass family upbringing and cultural norms.
3. Both biological and socio-cultural factors are viewed as interacting to shape personality.
4. Socio-cultural factors are considered more influential than biological factors in all modern theories.
5. Biological factors primarily determine adult personality, while socio-cultural factors shape childhood.

Which combination of statements is correct?
(A) 1, 2, and 3
(B) 2, 3, and 5
(C) 1, 4, and 5
(D) 1, 2, and 4

20. The Schachter-Singer two-factor theory of emotion emphasizes the critical role of:
(A) Physiological arousal alone.
(B) Subcortical brain activity.
(C) Innate facial expressions.
(D) Cognitive interpretation of arousal.

21. In Freudian theory, defense mechanisms are unconscious strategies used by the ego to protect itself from:
(A) External threats
(B) Superego's moral commands
(C) Anxiety
(D) Id's repressed memories

22. A person who is passive, conforming, and has difficulty expressing negative emotions, often internalizing anger, is characteristic of which personality type?
(A) Type A
(B) Type C
(C) Type B
(D) Type D

23. Match the stress management techniques in List I with their descriptions in List II.

List I: (Stress Management Technique)
P. Biofeedback
Q. Progressive Muscular Relaxation
R. Guided Imagery
S. Stress Inoculation Training

List II: (Description)
1. Visualizing a peaceful scene to induce relaxation.
2. Learning to control involuntary physiological processes using electronic devices.
3. A cognitive-behavioral approach to develop coping skills before a stressful event.
4. Systematically tensing and releasing different muscle groups.

Choose the correct option:
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-1, R-3, S-4

24. Zuckerman's concept of 'sensation seeking' refers to the tendency to:
(A) Seek novel, varied, complex, and intense experiences.
(B) Seek out social affiliation and support.
(C) Strive for excellence and high standards.
(D) Avoid arousal and maintain a state of calm.

25. The final stage in Kohlberg's theory of moral development, characterized by reasoning based on universal ethical principles, is called:
(A) Social Contract Orientation
(B) Law and Order Orientation
(C) Universal Ethical Principles
(D) Good Boy-Good Girl Orientation

26. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Jungian psychology, archetypes are universal, inherited predispositions to perceive and react to the world in certain ways.
Reason (R): These archetypes reside in the personal unconscious and are unique to each individual's life experiences.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

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(A) Q, S, P, R
(B) S, Q, R, P
(C) Q, P, S, R
(D) S, P, Q, R

67. The central idea of social learning theory of personality is that personality is largely shaped through:
(A) The resolution of unconscious psychosexual conflicts.
(B) The pursuit of self-actualization and personal growth.
(C) Learning through observation, imitation, and cognitive processes.
(D) Inherited biological predispositions and traits.

68. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Zuckerman's theory posits that individuals high in sensation seeking are drawn to novel and intense experiences.
Reason (R): This tendency is believed to be rooted in individual differences in optimal levels of arousal, with high sensation seekers having a lower optimal level.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

69. In Kohlberg's 'Conventional' level of morality, moral judgments are primarily based on:
(A) Self-interest and avoiding punishment.
(B) Abstract, universal ethical principles.
(C) Conforming to social rules and expectations of others.
(D) Personal conscience and individual rights.

70. Match the theorists in List I with their associated theories of emotion in List II.
List I: (Theorist)
P. Schachter and Singer
Q. Lazarus
R. Canon and Bard
S. James and Lange
List II: (Associated Theory of Emotion)
1. Emotion is the perception of bodily changes.
2. Emotion involves simultaneous physiological arousal and subjective experience.
3. Emotion depends on cognitive appraisal of the situation.
4. Emotion results from physiological arousal plus a cognitive label.
Choose the correct option:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-3, R-4, S-1

71. Which of the following is an example of an instinct according to early motivational theories?
(A) A student studying for an exam.
(B) A person choosing a meal from a menu.
(C) A child learning to ride a bicycle.
(D) A spider spinning a web.

72. The source of conflict that arises from having to choose between two equally attractive goals is:
(A) Approach-approach
(B) Avoidance-avoidance
(C) Frustration
(D) Pressure

73. Consider the following statements about personality types and health:
1. Type A behavior is linked to an increased risk of coronary heart disease.
2. Type B individuals are characterized by a relaxed and patient demeanor.
3. Type C personality involves difficulty expressing emotion, particularly anger.
4. Type D personality is defined by social inhibition and negative affectivity.
Which of the above statements are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

74. The concept of self-regulation is central to which approach to personality?
(A) Social Learning
(B) Psychoanalytical
(C) Trait and Type
(D) Existential

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(C) Incentive
(D) Drive reduction

38. Consider the following statements regarding Neo-Freudian theories:
1. Alfred Adler focused on the 'inferiority complex' and the 'strive for superiority'.
2. Karen Horney proposed the concept of 'basic anxiety' arising from childhood insecurities.
3. Carl Jung introduced the ideas of the 'collective unconscious' and 'archetypes'.
4. Erik Erikson developed a theory of psychosexual development that mirrored Freud's.
5. Most Neo-Freudians rejected the idea of the unconscious mind entirely.

Which combination of statements is correct?
(A) 1, 2, and 3
(B) 2, 4, and 5
(C) 1, 3, and 5
(D) 1, 2, and 4

39. The process of managing and controlling one's emotional responses is known as:
(A) Emotional intelligence
(B) Emotional contagion
(C) Emotional dissonance
(D) Emotional regulation

40. Lindsley's theory of emotion is also known as the:
(A) Activation theory
(B) Two-factor theory
(C) Cognitive appraisal theory
(D) Thalamic theory

41. A stress management strategy that involves creating vivid mental pictures of a relaxing environment is called:
(A) Biofeedback
(B) Progressive Muscular Relaxation
(C) Guided Imagery
(D) Mindfulness

42. Arrange the following theorists chronologically based on the primary development of their main theory:
(P) Sigmund Freud
(Q) Lawrence Kohlberg
(R) Abraham Maslow
(S) Julian Rotter
(A) P, R, S, Q
(B) P, S, R, Q
(C) S, P, R, Q
(D) P, R, Q, S

43. A type of conflict where an individual must choose between two equally undesirable alternatives is a(n):
(A) Approach-approach conflict
(B) Approach-avoidance conflict
(C) Latent conflict
(D) Avoidance-avoidance conflict

44. The 'cognitive' approach to the study of personality is best exemplified by:
(A) Carl Rogers' concept of the self.
(B) George Kelly's Personal Construct Theory.
(C) B.F. Skinner's principles of reinforcement.
(D) Hans Eysenck's PEN model.

45. Which of the following is NOT listed as a specific stress management strategy?
(A) Music therapy
(B) Stress Inoculation Training
(C) Psychoanalytic therapy
(D) Yogasana

46. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Maslow's humanistic theory, individuals must satisfy lower-level needs before they can be motivated by higher-level needs.
Reason (R): Maslow arranged needs in a hierarchy, with physiological needs at the base and self-actualization at the pinnacle.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

47. The humanistic approach to motivation is best characterized by its focus on:
(A) Personal growth, free will, and the potential for self-actualization.
(B) Unconscious drives and conflicts.
(C) Stimulus-response associations and reinforcement.

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(D) Systematically tensing and relaxing major muscle groups.

84. The need for affiliation (nAff) is best described as the motivation to:
(A) Achieve success and mastery.
(B) Seek excitement and novel experiences.
(C) Influence or control other people.
(D) Establish, maintain, or restore positive relationships with others.

85. Which theory of personality would be most interested in a person's "personal constructs" for interpreting the world?
(A) Psychoanalytic
(B) Humanistic
(C) Cognitive
(D) Trait

86. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Social Learning Theory, behavior is not just a function of environmental reinforcement but also of the individual's cognitive processes.
Reason (R): Albert Bandura introduced the concept of reciprocal determinism, where personal factors, behavior, and the environment all influence one another.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

87. Which of the following represents the correct sequence in Stress Inoculation Training (SIT)?
(A) Application and follow-through → Skill acquisition and rehearsal → Conceptualization
(B) Skill acquisition and rehearsal → Conceptualization → Application and follow-through
(C) Application and follow-through → Conceptualization → Skill acquisition and rehearsal
(D) Conceptualization → Skill acquisition and rehearsal → Application and follow-through

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88. Match the concepts in List I with their associated psychologists in List II.
List I: (Concept)
P. Sensation Seeking
Q. Flow
R. Explanatory Style
S. Locus of Control
List II: (Associated Psychologist)
1. Martin Seligman
2. Julian Rotter
3. Marvin Zuckerman
4. Mihaly Csikszentmihalyi
Choose the correct option:
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

89. A state of arousal is best defined as:
(A) A specific, learned response to an environmental cue.
(B) A tissue deficit or physiological deprivation.
(C) A general level of physiological and psychological activation or alertness.
(D) An external object or goal that pulls an organism.

90. The key difference between the 'Trait' and 'Type' approaches to personality is that:
(A) Trait theory views characteristics on a continuum, while Type theory uses discrete categories.
(B) Trait theory is biological, while Type theory is socio-cultural.
(C) Trait theory focuses on the unconscious, while Type theory is behavioral.
(D) Trait theory is humanistic, while Type theory is psychoanalytic.

91. Which of the following is NOT a physiological correlate of strong emotional arousal?
(A) Increased heart rate
(B) Dilation of pupils
(C) Secretion of adrenaline
(D) Increased activity in the digestive system

92. The core idea behind music therapy for stress management is that music can:
(A) Provide direct feedback about heart rate and blood pressure.
(B) Influence mood, reduce physiological

131. Match the personality approach in List I with its central focus in List II.
List I: (Personality Approach)
P. Transpersonal
Q. Existential
R. Cognitive
S. Social Learning
List II: (Central Focus)
1. Personal constructs and schemas
2. Observational learning and self-efficacy
3. Spiritual development and peak experiences
4. Freedom, responsibility, and search for meaning
Choose the correct option:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

132. What is the most appropriate description of 'socio-cultural determinants' of personality?
(A) The influence of genes and hormones on behavior.
(B) The universal stages of psychosexual development.
(C) The innate drive towards self-actualization.
(D) The impact of societal norms, family, and culture on the formation of personality.

133. The concept of 'arousal' in motivation theory refers to a state of:
(A) Physiological and psychological quiescence.
(B) A specific tissue need, like for water.
(C) Physiological and psychological activation and alertness.
(D) Goal attainment and satisfaction.

134. Which personality theorist is most closely associated with the concepts of the collective unconscious and archetypes?
(A) Sigmund Freud
(B) Carl Jung
(C) Alfred Adler
(D) Karen Horney

135. The 'post-conventional' level of morality in Kohlberg's theory is characterized by an emphasis on:
(A) Obeying rules to avoid punishment.
(B) Gaining approval from others.
(C) Maintaining the social order for its own sake.
(D) Abstract principles and individual rights.

136. Given below are two statements regarding the S-R cognitive approach to motivation.
Statement I: The S-R Cognitive approach to motivation suggests that behavior is solely a result of automatic responses to stimuli.
Statement II: This approach fails to consider any role for mental processes like expectations or beliefs.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

137. Which of the following is NOT a type of conflict commonly described in psychological studies?
(A) Approach-approach
(B) Avoidance-avoidance
(C) Intrapersonal-interpersonal
(D) Approach-avoidance

138. Consider the following statements regarding motivation:
1. The psychoanalytical approach emphasizes unconscious sexual and aggressive drives.
2. The ethological approach focuses on innate, species-specific behaviors.
3. The humanistic approach highlights the drive for personal growth and self-actualization.
4. The S-R Cognitive approach integrates learning principles with expectations and values.
Which of the above statements are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

139. A key difference between 'instincts' and 'drives' is that instincts are typically seen as more _____, whereas drives are more _____.
(A) learned; innate
(B) psychological; physiological
(C) flexible; rigid
(D) complex and species-specific; flexible and related to physiological needs

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(C) A dog salivating at the sound of a bell.
(D) A person working overtime to earn a bonus.

103. Breathing exercises for stress management work primarily by:
(A) Reframing cognitive distortions.
(B) Increasing muscle tension.
(C) Providing auditory feedback on physiological states.
(D) Activating the parasympathetic nervous system to induce a relaxation response.

104. Consider the following approaches to the study of personality:
1. Psychoanalytical: Focuses on unconscious conflicts from childhood.
2. Neo-Freudian: Modifies Freudian theory, emphasizing social factors.
3. Social Learning: Stresses the role of observation and cognitive processes.
4. Trait and Type: Aims to describe and measure stable personality characteristics.
5. Cognitive: Examines how thought processes and interpretations shape personality.

Which combination of descriptions is correct?
(A) 1, 2, and 4 only
(B) 3, 4, and 5 only
(C) 1, 3, and 5 only
(D) 1, 2, 3, 4, and 5

105. An optimist with a healthy explanatory style, according to Seligman, would attribute a personal success to:
(A) External, unstable, and specific causes.
(B) External, stable, and global causes.
(C) Internal, stable, and global causes.
(D) Internal, unstable, and specific causes.

106. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Canon-Bard theory of emotion challenged the James-Lange theory.
Reason (R): Canon and Bard argued that physiological responses are too slow and non-specific to be the cause of distinct emotional feelings, proposing instead that the thalamus sends simultaneous signals to the cortex and the body.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

107. Which of the following represents a 'drive' in the motivational cycle?
(A) Lack of food.
(B) The act of searching for food.
(C) A food pellet.
(D) The sensation of hunger.

108. The personality dimension that distinguishes between people who believe they control their own destinies and those who believe their fate is determined by external factors is:
(A) Sensation seeking
(B) Locus of control
(C) Explanatory style
(D) Self-regulation

109. Match the Freudian concepts in List I with their descriptions in List II.
List I: (Freudian Concept)
P. Id
Q. Ego
R. Superego
S. Libido
List II: (Description)
1. The moral component of personality; the conscience.
2. The psychic energy that powers the personality.
3. The primitive, instinctual part of the mind operating on the pleasure principle.
4. The rational part of the mind that mediates between the other two components.

Choose the correct option:
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

110. A therapeutic technique where a person is taught to recognize signs of stress and to use coping skills to counteract them is called:
(A) Biofeedback
(B) Guided Imagery
(C) Yogasana
(D) Stress Inoculation Training

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151. Match the personality type in List I with its key characteristic in List II.
List I: (Personality Type)
P. Type A
Q. Type B
R. Type C
S. Type D
List II: (Key Characteristic)
1. Relaxed, patient
2. Competitive, time-urgent
3. Socially inhibited, negative affectivity
4. Unassertive, suppresses emotions
Choose the correct option:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

152. In social learning theory, the belief in one's own ability to succeed in specific situations or accomplish a task is known as:
(A) Self-efficacy
(B) Self-esteem
(C) Self-concept
(D) Self-actualization

153. What is the final step in the motivational cycle?
(A) Emergence of a need
(B) A state of drive
(C) Reduction of arousal / Achievement of goal
(D) Goal-directed behavior

154. The 'existential' approach to personality, as represented by thinkers like Rollo May and Viktor Frankl, would be most concerned with which human issue?
(A) The struggle to find meaning and purpose in life.
(B) How to measure personality traits accurately.
(C) The influence of neurotransmitters on mood.
(D) The stages of moral development.

155. Given below are two statements regarding Lazarus's theory of emotion.
Statement I: According to Lazarus's theory, the same event can elicit different emotions in different people.
Statement II: This is because emotion is determined by an individual's unique cognitive appraisal of the event, not the event itself.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

156. The desire to engage in behavior for its own sake, out of interest and enjoyment, is called:
(A) The need for power
(B) Intrinsic motivation
(C) The need for affiliation
(D) Extrinsic motivation

157. Which of the following is an example of a biological determinant of personality?
(A) The level of individualism in one's culture.
(B) The parenting style one experienced.
(C) A genetic predisposition towards high reactivity or neuroticism.
(D) The socioeconomic status of one's family.

158. Consider the following statements about stress management:
1. Breathing exercises can activate the parasympathetic nervous system.
2. Progressive Muscular Relaxation involves tensing and then relaxing muscle groups.
3. Guided Imagery involves focusing on a peaceful mental scene.
4. Mindfulness involves non-judgmental awareness of the present moment.
Which of the above statements are correct?
(A) 1 and 3 only
(B) 2 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

159. The 'pleasure principle' is to 'id' as the 'reality principle' is to:
(A) Ego
(B) Superego
(C) Libido
(D) Thanatos

160. According to Zuckerman, a person who enjoys scuba diving, fast driving, and trying exotic foods would likely score high on:
(A) Need for affiliation
(B) Sensation seeking
(C) Internal locus of control
(D) Self-regulation

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(C) Schachter-Singer theory
(D) Lazarus theory

121. The main focus of Rotter's social learning theory of personality is the concept of:
(A) Archetypes
(B) The actualizing tendency.
(C) Expectancy and reinforcement value, leading to locus of control.
(D) Psychosexual stages.

122. Arrange the stages of Kohlberg's theory of moral development in the correct sequence.
(P) Social Contract Orientation
(Q) Punishment and Obedience Orientation
(R) Law and Order Orientation
(S) Good Boy-Good Girl Orientation
(A) Q, S, R, P
(B) Q, R, S, P
(C) S, Q, P, R
(D) R, S, Q, P

123. The ability to delay gratification and control impulses in service of long-term goals is a key aspect of:
(A) Sensation seeking
(B) The pleasure principle
(C) Instinctive behavior
(D) Self-regulation

124. According to Freud, the 'id' operates according to the:
(A) Reality principle
(B) Pleasure principle
(C) Morality principle
(D) Actuality principle

125. Which of the following is NOT a component of the motivational cycle?
(A) Need
(B) Drive
(C) Self-efficacy
(D) Goal-directed behavior

126. A meditation practice that involves paying attention to the present moment in a non-judgmental way is known as:
(A) Guided imagery
(B) Progressive muscular relaxation
(C) Biofeedback
(D) Mindfulness

127. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Seligman's concept of explanatory style suggests that how people explain events to themselves has a significant impact on their motivation and emotional well-being.
Reason (R): An optimistic explanatory style, which attributes failures to external, unstable, and specific factors, is associated with greater persistence and resilience.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

128. Consider the following statements about stress and coping:
1. Stress is a purely psychological phenomenon with no physiological effects.
2. A type 'A' behavior pattern is a significant predictor of cardiovascular disease.
3. Biofeedback is a technique for gaining control over voluntary muscle groups.
4. Conflicts are a major source of stress.
5. Guided imagery uses visualization to promote relaxation.

Which combination of statements is correct?
(A) 1, 2, and 3
(B) 2, 4, and 5
(C) 1, 3, and 4
(D) 3, 4, and 5

129. The theory that emotional feelings and physiological reactions are experienced simultaneously is the:
(A) James-Lange theory
(B) Canon-Bard theory
(C) Two-factor theory
(D) Cognitive appraisal theory

130. The need for affiliation (nAff) is a term associated with the motivational theory of:
(A) David McClelland
(B) Abraham Maslow
(C) Clark Hull
(D) Marvin Zuckerman

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arousal, and serve as a distraction.
(C) Help an individual re-evaluate cognitive appraisals of a stressor.
(D) Strengthen muscles through rhythmic exercise.

93. A person who believes that "what happens to me is my own doing" demonstrates:
(A) An external locus of control.
(B) High sensation seeking.
(C) An internal locus of control.
(D) A pessimistic explanatory style.

94. Arrange the following needs from Maslow's hierarchy in ascending order (from bottom to top):
(P) Esteem Needs
(Q) Safety Needs
(R) Physiological Needs
(S) Self-Actualization
(A) Q, R, P, S
(B) R, Q, P, S
(C) R, P, Q, S
(D) Q, R, S, P

95. In Freud's psychoanalytic theory, the part of the personality that is the storehouse of moral standards and conscience is the:
(A) Superego
(B) Id
(C) Ego
(D) Anima

96. A child at the 'Pre-conventional' level of Kohlberg's theory would most likely justify not stealing by saying:
(A) "Stealing is against the law."
(B) "I might get caught and punished."
(C) "My parents would be disappointed in me."
(D) "It's a violation of the other person's rights."

97. Consider the following statements about emotion regulation:
1. It is the process by which individuals influence which emotions they have, when they have them, and how they experience them.
2. Suppression is a form of emotion regulation where emotional expression is inhibited.
3. Cognitive reappraisal involves changing the way one thinks about an emotion-eliciting situation.
4. Emotion regulation is always a conscious and deliberate process.

Which of the above statements are correct?
(A) 1 and 2 only
(B) 1, 2, and 3 only
(C) 3 and 4 only
(D) 1, 2, 3, and 4

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98. The need for Achievement (nAch) refers to the desire to:
(A) Attain a high standard of performance and accomplish difficult tasks.
(B) Control and influence others.
(C) Form warm and friendly interpersonal relationships.
(D) Seek out thrilling and novel experiences.

99. The psychoanalytic approach to motivation emphasizes the role of:
(A) Conscious goal-setting.
(B) Environmental incentives.
(C) Unconscious drives and desires.
(D) The actualizing tendency.

100. A conflict that involves being torn between a single goal that has both positive and negative aspects is a(n):
(A) Approach-approach conflict
(B) Avoidance-avoidance conflict
(C) Double approach-avoidance conflict
(D) Approach-avoidance conflict

101. Given below are two statements regarding transpersonal psychology.
Statement I: Transpersonal psychology extends the study of psychology to include spiritual, transcendent, and mystical human experiences.
Statement II: This approach is a direct extension of behaviorism, focusing only on observable spiritual behaviors.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

102. Which of these is the best example of behavior driven by 'curiosity'?
(A) A rat pressing a lever to receive a food pellet.
(B) A monkey manipulating a puzzle for no apparent reward.

140. Which of these correctly identifies a central concept of a Neo-Freudian theorist?
(A) Carl Jung - Strive for Superiority
(B) Alfred Adler - Inferiority Complex
(C) Karen Horney - Collective Unconscious
(D) Alfred Adler - Basic Anxiety

141. Lindsley's activation theory of emotion proposed that emotions are on a continuum of:
(A) Pleasantness to unpleasantness
(B) Cognitive appraisal
(C) Arousal or activation, from sleep to intense excitement
(D) Physiological specificity

142. The process of emotion regulation where an individual changes their interpretation of a situation to alter its emotional impact is called:
(A) Suppression
(B) Venting
(C) Rumination
(D) Cognitive Reappraisal

143. Which of the following constitutes an 'incentive' from a motivational perspective?
(A) A high salary offered for a job.
(B) The feeling of thirst.
(C) The biological need for sleep.
(D) A fixed action pattern.

144. The personality theory of Carl Rogers is considered:
(A) Psychoanalytical
(B) Humanistic
(C) Trait-based
(D) Social Learning

145. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Biofeedback is an effective technique for managing stress-related physiological symptoms like high blood pressure.
Reason (R): It operates by providing the individual with real-time information about their physiological states, allowing them to learn to control these functions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

146. A student who studies hard because they genuinely enjoy learning the material is demonstrating:
(A) Intrinsic motivation, related to curiosity and exploratory behavior
(B) Extrinsic motivation
(C) Incentive motivation
(D) Drive reduction

147. Which of the following pairings is incorrect?
(A) Rotter - Locus of Control
(B) Seligman - Explanatory Styles
(C) Zuckerman - Self-regulation
(D) Kohlberg - Theory of Moral Development

148. The three key phases of Stress Inoculation Training are:
(A) Assessment, Intervention, and Evaluation
(B) Relaxation, Cognitive Restructuring, and Behavioral Rehearsal
(C) Education, Biofeedback, and Mindfulness
(D) Conceptualization, Skills Acquisition, and Application

149. Consider the following statements about theories of emotion:
1. James-Lange theory: "I'm sad because I'm crying."
2. Canon-Bard theory: Physiological arousal and emotional experience are simultaneous.
3. Schachter-Singer theory: Emotion = Arousal + Cognitive Label.
4. Lazarus theory: Cognitive appraisal must precede any emotional response.

Which of the above statements are correct?
(A) 1 and 3 only
(B) 2 and 4 only
(C) 1, 2, 3, and 4
(D) None of the above

150. A major criticism of early instinct theories of motivation was that they:
(A) Focused too much on learning.
(B) Often did little more than name behaviors without explaining them.
(C) Ignored the role of physiological needs.
(D) Were too complex to be tested empirically.

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(D) Personality is composed of stable, measurable traits.

170. Which of the following correctly pairs a theorist with their primary area of study?
(A) Kohlberg - Moral development
(B) Rotter - Emotion regulation
(C) Zuckerman - Locus of control
(D) Seligman - Transpersonal psychology

171. Consider the following statements about personality theories:
1. Neo-Freudians like Adler and Horney de-emphasized the role of sexuality compared to Freud.
2. Social Learning theory, by Bandura, introduced concepts like self-efficacy.
3. Transpersonal psychology is concerned with states beyond the personal ego.
4. Existential psychology focuses on concepts like free will and the search for meaning.
5. Trait theories like the Big Five are primarily concerned with explaining the origins of personality rather than describing it.

Which combination of statements is correct?
(A) 1, 2, and 5
(B) 2, 3, and 4
(C) 1, 2, 3, and 4
(D) All of the above

172. The physiological basis of emotion involves many brain structures, but the one most critically associated with the processing of fear is the:
(A) Hippocampus
(B) Amygdala
(C) Thalamus
(D) Cerebellum

173. The state of 'flow' is most likely to be experienced during an activity that is:
(A) Very easy and requires little skill.
(B) Extrinsically rewarding.
(C) Autotelic (enjoyable for its own sake).
(D) Performed under high pressure and stress.

174. A person described as 'cancer-prone' due to their tendency to suppress negative emotions and be overly compliant fits the description of which personality type?
(A) Type A
(B) Type B
(C) Type D
(D) Type C

175. Given below are two statements regarding self-regulation.
Statement I: Self-regulation involves the capacity to override prepotent responses and control behavior, thoughts, and emotions.
Statement II: A failure in self-regulation is implicated in problems like procrastination and impulse buying.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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176. Which model of stress emphasizes the role of the individual's appraisal of the stressor and their appraisal of their coping resources?
(A) Selye's General Adaptation Syndrome
(B) Lazarus and Folkman's Transactional Model
(C) The fight-or-flight model
(D) The Diathesis-Stress Model

177. The ethological approach to motivation, associated with Konrad Lorenz, emphasizes:
(A) The role of cognitive expectancy.
(B) Innate behavioral patterns like imprinting and fixed action patterns.
(C) The reduction of physiological drives.
(D) The attainment of self-actualization.

178. The defining characteristic of an 'approach-avoidance' conflict is:
(A) Being both drawn to and repelled by a single option.
(B) Choosing between two good options.
(C) Choosing between two bad options.
(D) Being faced with multiple options, each with good and bad points.

179. Which of the following is NOT an approach to the study of personality?
(A) Psychoanalytical
(B) Neo-Freudian
(C) Behavioral Genetics
(D) Social learning

161. A situation in which a person must choose between two mutually exclusive but equally desirable goals creates a(n):
(A) Approach-avoidance conflict
(B) Approach-approach conflict
(C) Avoidance-avoidance conflict
(D) Double bind

162. Arrange the following events according to the James-Lange theory of emotion:
(P) Experience of emotion (e.g., fear)
(Q) Perception of an emotion-arousing stimulus (e.g., seeing a bear)
(R) Physiological arousal (e.g., heart pounding)
(A) Q, P, R
(B) P, Q, R
(C) Q, R, P
(D) R, Q, P

163. The psychoanalytical approach to motivation would suggest that a person's choice of career might be influenced by:
(A) A conscious calculation of potential salary and benefits.
(B) The need to fulfill their full potential (self-actualization).
(C) Unconscious conflicts and sublimated drives from childhood.
(D) The degree of challenge and skill required, leading to a state of flow.

164. The primary contribution of the cognitive approach to the study of personality is its emphasis on:
(A) Unconscious processes
(B) Genetic influences
(C) Mental processes, such as thoughts, beliefs, and interpretations
(D) The spiritual dimension of experience

165. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Kohlberg's theory, the sequence of stages is considered more important than the age at which they are reached.
Reason (R): Kohlberg proposed that the stages are invariant and hierarchical, meaning each stage builds upon the reasoning of the previous one and cannot be skipped.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

166. Which one of the following is NOT a characteristic of the Type A behavior pattern?
(A) Competitiveness
(B) Patience
(C) Time urgency
(D) Hostility

167. A person who explains their success on an exam by saying, "I got lucky on that test," is making what kind of attribution according to Seligman's model?
(A) Internal, stable
(B) External, stable
(C) Internal, unstable
(D) External, unstable

168. Match the terms in List I with their definitions in List II.
List I: (Term)
P. Drive
Q. Need
R. Incentive
S. Instinct
List II: (Definition)
1. An external goal that has the capacity to motivate behavior.
2. A biological requirement for well-being.
3. An unlearned, fixed pattern of behavior for a species.
4. An internal state of tension that motivates an organism to engage in activities.
Choose the correct option:
(A) P-4, Q-2, R-1, S-3
(B) P-2, Q-4, R-3, S-1
(C) P-4, Q-1, R-2, S-3
(D) P-1, Q-2, R-4, S-3

169. What is a core principle of the humanistic approach to personality?
(A) Behavior is determined by unconscious forces.
(B) Personality is a collection of learned responses.
(C) Humans have an innate tendency towards growth and self-actualization.

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111. The 'Conventional' level in Kohlberg's theory includes which two stages?
(A) Good Boy-Good Girl and Law and Order
(B) Punishment-Obedience and Instrumental Relativist
(C) Social Contract and Universal Ethical Principles
(D) Instrumental Relativist and Social Contract

112. The concept of 'motivational competence' implies that an individual is effective at:
(A) Dominating others in social situations.
(B) Satisfying their own needs in a way that aligns with environmental opportunities and demands.
(C) Completing tasks very quickly, regardless of quality.
(D) Experiencing intense emotions.

113. Which statement about the determinants of personality is most accurate?
(A) Biological factors are the sole determinants of personality.
(B) Personality is a product of the dynamic interaction between biological and socio-cultural factors.
(C) Socio-cultural factors are the sole determinants of personality.
(D) Personality is fixed at birth and does not change due to social influences.

114. The humanistic approach to the study of motivation is best represented by:
(A) Maslow's hierarchy of needs.
(B) Freud's theory of psychosexual development.
(C) Skinner's theory of operant conditioning.
(D) Lorenz's theory of imprinting.

115. What is the fundamental difference between 'stress' and a 'stressor'?
(A) A stressor is the physiological response, while stress is the external event.
(B) There is no difference; the terms are interchangeable.
(C) Stress is the psychological and physiological response, while a stressor is the external or internal event that causes it.
(D) Stress is always positive (eustress), while a stressor is always negative (distress).

116. Consider the following statements about personality theories:
1. The Existential approach emphasizes the human search for meaning.
2. The Cognitive approach, like Kelly's, focuses on how people interpret their experiences.
3. The Transpersonal approach studies spiritual and transcendent states.
4. The Humanistic approach, like Rogers', highlights the importance of the self-concept.

Which of the above statements are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

117. An individual who feels socially anxious, worried, and frequently experiences negative emotions like anger and sadness would be classified as having a:
(A) Type A personality
(B) Type B personality
(C) Type D personality
(D) Type C personality

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118. The feeling of being "in the zone," characterized by intense focus and enjoyment in an activity, is known as:
(A) Arousal
(B) Flow
(C) Drive
(D) Incentive motivation

119. A key assumption of the S-R Cognitive approach to motivation is that:
(A) Behavior is driven by innate biological programs.
(B) Behavior is primarily motivated by unconscious sexual and aggressive urges.
(C) Behavior is a manifestation of the drive towards self-actualization.
(D) Behavior is a function of both environmental stimuli and the individual's expectations about the outcomes.

120. Which theory proposes that our emotional experience is our awareness of our physiological responses to emotion-arousing stimuli?
(A) James-Lange theory
(B) Canon-Bard theory

180. The theory that we observe our own behavior to determine what emotion we are feeling ("I am trembling, therefore I must be afraid") is:
(A) Canon-Bard Theory
(B) Schachter-Singer Theory
(C) Lazarus's Cognitive-Mediational Theory
(D) A component of the James-Lange Theory

181. A manager who wants to motivate employees with a high need for achievement (nAch) should provide them with:
(A) Tasks that are very easy to guarantee success.
(B) Tasks that involve a high degree of social interaction.
(C) Tasks that are moderately challenging and provide clear feedback.
(D) Tasks that offer control and influence over others.

182. Consider the following statements about motivation concepts:
1. 'Need' is a biological state of deficiency.
2. 'Drive' is the psychological state of arousal that compels action.
3. 'Incentive' is an external stimulus that pulls an organism.
4. 'Arousal' is a general level of activation.
Which of the above statements are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

183. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Schachter-Singer two-factor theory of emotion suggests that the experience of emotion is a product of both physiological arousal and a cognitive label for that arousal.
Reason (R): Their classic experiment showed that participants injected with epinephrine (adrenaline) interpreted their arousal as either happiness or anger depending on the behavior of a confederate.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

184. The 'law and order' orientation is a stage within which level of Kohlberg's theory?
(A) Conventional
(B) Pre-conventional
(C) Post-conventional
(D) Unconventional

185. The idea that personality develops through a series of eight psychosocial stages, each involving a specific crisis, was proposed by:
(A) Sigmund Freud
(B) Erik Erikson
(C) Carl Jung
(D) Lawrence Kohlberg

186. Which of the following is the best example of a socio-cultural determinant affecting personality?
(A) The emphasis on communal goals in a collectivistic society.
(B) A person's inherited temperament.
(C) An individual's resting heart rate.
(D) The efficiency of a person's dopamine system.

187. What does the concept of 'emotion regulation' refer to?
(A) The universal facial expressions associated with basic emotions.
(B) The physiological changes that accompany an emotional experience.
(C) The cultural rules that dictate how emotions should be displayed.
(D) The processes individuals use to influence their emotional experiences and expressions.

188. Match the theorists in List I with their approaches to personality in List II.
List I: (Theorist)
P. Carl Rogers
Q. Albert Bandura
R. Carl Jung
S. George Kelly
List II: (Approach)
1. Social Learning
2. Cognitive
3. Humanistic
4. Neo-Freudian
Choose the correct option:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4

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1. Seligman studied explanatory styles.
2. Rotter developed the concept of locus of control.
3. Kohlberg proposed a theory of moral development.
4. Zuckerman researched sensation seeking.
5. Lazarus is known for his theory of cognitive appraisal in emotion.

Which of the above pairings are correct?
(A) 1, 2, and 4 only
(B) 3, 4, and 5 only
(C) 1, 2, 3, and 4 only
(D) 1, 2, 3, 4, and 5

229. The most basic needs in Maslow's hierarchy, which must be satisfied first, are:
(A) Safety needs
(B) Esteem needs
(C) Physiological needs
(D) Love and belongingness needs

230. The 'cognitive' approach to personality emphasizes:
(A) The role of the unconscious.
(B) The way people think about and interpret themselves and the world.
(C) The influence of genetic factors.
(D) The importance of spiritual experience.

231. The primary difference between a 'need' and a 'drive' is that a need is a _____, while a drive is the resulting _____.
(A) physiological state; physiological state
(B) learned behavior; innate behavior
(C) external stimulus; internal stimulus
(D) physiological deficit; psychological tension

232. Match the concepts in List I with their respective theorists in List II.
List I: (Concept)
P. Basic Anxiety
Q. Inferiority Complex
R. Collective Unconscious
S. Psychosocial Stages
List II: (Theorist)
1. Carl Jung
2. Erik Erikson
3. Karen Horney
4. Alfred Adler

Choose the correct option:
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

233. A key feature of transpersonal psychology is its focus on:
(A) Observable behavior and its environmental determinants.
(B) The measurement of stable personality traits.
(C) Experiences that go beyond the personal self, including spiritual and mystical states.
(D) Early childhood experiences and their impact on adult neurosis.

234. In Seligman's theory, a person who explains a bad event as being due to their own lasting and widespread personal flaws has a(n):
(A) Pessimistic explanatory style
(B) Optimistic explanatory style
(C) Internal, stable, and global attribution style
(D) External, unstable, and specific attribution style

235. Given below are two statements regarding approaches to motivation.
Statement I: The S-R cognitive approach to motivation only considers stimulus and response, ignoring cognitive elements.
Statement II: The humanistic approach to motivation focuses on personal growth and the drive toward self-actualization.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

236. The 'distressed' personality, or Type D, is characterized by a combination of:
(A) Competitiveness and hostility.
(B) Negative affectivity and social inhibition.
(C) Patience and relaxation.
(D) Passivity and emotional suppression.

237. Which of the following is the best example of a biological determinant of personality?
(A) Growing up in a collectivist culture.
(B) Being rewarded for outgoing behavior as a child.
(C) Having a genetically inherited temperament that is high in reactivity.

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199. The core idea of 'locus of control' is concerned with a person's:
(A) Level of moral reasoning.
(B) Need for novel and intense stimulation.
(C) Ability to regulate emotional expression.
(D) Beliefs about the causes of events in their life.

200. Given below are two statements regarding types of conflict.
Statement I: In an approach-approach conflict, an individual must choose between two desirable outcomes.
Statement II: In an avoidance-avoidance conflict, an individual must choose between two undesirable outcomes.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

201. Which psychological approach most strongly emphasizes that humans are free, self-determining beings who are responsible for the meaning they create in their lives?
(A) Psychoanalytical
(B) Social learning
(C) Existential
(D) Trait and Type

202. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transpersonal psychology is considered the "fourth force" in psychology, following psychoanalysis, behaviorism, and humanistic psychology.
Reason (R): It seeks to study the spiritual, transcendent, and unitive aspects of human experience, which were largely ignored by the other major forces.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

203. Match the stress management techniques in List I with their primary mechanisms in List II.
List I: (Technique)
P. Mindfulness
Q. Yogasana
R. Music Therapy
S. Biofeedback
List II: (Mechanism)
1. Gaining voluntary control over physiological processes.
2. Using auditory stimuli to alter mood and arousal.
3. Combining physical postures and breathing for mind-body integration.
4. Non-judgmental, present-moment awareness.
Choose the correct option:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-4, R-1, S-2

204. What is the main proposition of Lindsley's activation theory of emotion?
(A) Emotion is a cognitive appraisal of a situation.
(B) The intensity of an emotion is related to the level of physiological activation.
(C) Emotion is the result of labeling undifferentiated physiological arousal.
(D) Emotions are caused by feedback from specific physiological responses.

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205. The concept of 'explanatory style' is a key component of a theory developed by:
(A) Julian Rotter
(B) Marvin Zuckerman
(C) Martin Seligman
(D) Lawrence Kohlberg

206. Consider the following statements about personality theories:
1. Carl Jung's theory includes the concepts of introversion-extraversion and the collective unconscious.
2. George Kelly's cognitive theory proposes that people view the world through personal constructs.
3. Carl Rogers' humanistic theory emphasizes unconditional positive regard.
4. Julian Rotter's theory is centered on locus of control.
5. Martin Seligman's work deals with explanatory styles and learned helplessness.

(C) Fixed action patterns.
(D) Innate drives for growth and self-fulfillment.

248. The practice of consciously and systematically tensing and then releasing different muscle groups to relieve stress is:
(A) Progressive Muscular Relaxation
(B) Guided Imagery
(C) Mindfulness
(D) Biofeedback

249. Which theory posits that emotion arises from the combination of non-specific physiological arousal and a cognitive label for that arousal?
(A) James-Lange Theory
(B) Canon-Bard Theory
(C) Schachter-Singer Theory
(D) Lazarus's Theory

250. According to Rotter's theory, a person who believes that their life is controlled by luck, fate, or powerful others has a(n):
(A) External locus of control.
(B) High need for achievement.
(C) Internal locus of control.
(D) Pessimistic explanatory style.

Direction : Please read the following source carefully.

The study of personality grapples with the intricate interplay between innate predispositions and environmental influences. The determinants of personality are broadly categorized into biological and socio-cultural factors. Biological determinants encompass genetic inheritance, temperament, and physiological processes that provide the foundational blueprint for an individual's disposition. These factors suggest a certain continuity in personality traits, observable from early infancy. However, this biological substrate is not deterministic; it is constantly shaped and molded by socio-cultural determinants. These include the influences of family, peer groups, community, and the broader cultural milieu, which dictate social norms, values, and role expectations. The process of socialization, through which an individual learns and internalizes these socio-cultural patterns, significantly modifies and directs the expression of biological tendencies. Therefore, a comprehensive understanding of personality requires an appreciation of this continuous dialogue between 'nature' and 'nurture', where biological potential is actualized and expressed through the lens of socio-cultural context. Neither determinant operates in isolation; rather, they are inextricably linked, with socio-cultural experiences potentially influencing even the expression of genetic predispositions over time. This dynamic interaction underscores the complexity of human individuality and challenges simplistic, uni-dimensional explanations of why we are who we are.

Based on the above source, attempt the following five questions.

251. According to the paragraph, what is the relationship between biological and socio-cultural determinants of personality?
(A) They operate as independent and parallel forces.
(B) Biological factors provide a foundational blueprint that is shaped and modified by socio-cultural influences.
(C) Socio-cultural factors are the primary determinants, with biological factors being secondary.
(D) Biological determinants are absolute and unchangeable, regardless of the socio-cultural context.

252. The passage suggests that a purely biological explanation of personality would be incomplete because it would fail to account for:
(A) the influence of social norms and values on behavior.
(B) the role of genetic inheritance in shaping temperament.
(C) the physiological processes underlying disposition.
(D) the continuity of certain traits from infancy.

253. Which of the following statements can be best inferred from the paragraph?
(A) Personality is fully formed in early infancy due to biological factors.
(B) The study of personality primarily focuses on cultural differences.
(C) An individual's personality is a result of a complex and ongoing interaction between heredity and environment.
(D) Socio-cultural factors can completely override an individual's biological

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stable dimensions of personality.
2. The Type approach categorizes people into discrete groups.
3. Eysenck's PEN model is an example of a trait theory.
4. The Myers-Briggs Type Indicator (MBTI) is an example of a type theory.

Which of the above statements are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

219. The cognitive theory of personality associated with George Kelly is called:
(A) Social Learning Theory
(B) Locus of Control Theory
(C) Self-Actualization Theory
(D) Personal Construct Theory

220. Which of the following areas is NOT typically considered a primary focus in the psychological study of motivation?
(A) Instincts, Needs, and Drives
(B) Moral development
(C) Sensation seeking
(D) Achievement, Affiliation, and Power

221. Given below are two statements regarding theories of emotion.
Statement I: The Canon-Bard theory of emotion states that physiological arousal causes the experience of emotion.
Statement II: The James-Lange theory of emotion states that physiological arousal and the experience of emotion happen simultaneously.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

222. The process of modifying our emotional reactions, especially their intensity and duration, is known as:
(A) Emotional competence
(B) Emotional appraisal
(C) Emotional intelligence
(D) Emotional regulation

223. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A person with a strong internal locus of control is more likely to engage in proactive, health-promoting behaviors.
Reason (R): They believe that their health outcomes are a direct result of their own actions and choices, rather than luck or fate.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

224. Which stress management technique involves learning to modify physiological responses by receiving information about those responses?
(A) Meditation
(B) Biofeedback
(C) Guided Imagery
(D) Yogasana

225. According to Csikszentmihalyi, the state of 'flow' is characterized by all of the following EXCEPT:
(A) Intense concentration on the present moment.
(B) A strong awareness of the passage of time.
(C) A sense of personal control over the situation.
(D) A loss of self-consciousness.

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226. Which theorist is most associated with the concept of unconditional positive regard?
(A) Carl Rogers
(B) Sigmund Freud
(C) B.F. Skinner
(D) Albert Bandura

227. A conflict where a person has to choose between taking a job that pays well but is in a city they dislike, represents a(n):
(A) Approach-approach conflict
(B) Avoidance-avoidance conflict
(C) Approach-avoidance conflict
(D) Latent conflict

228. Consider the following pairings of theorists and concepts:

(C) P-3, Q-2, R-4, S-1
(D) P-4, Q-1, R-3, S-2

189. A key characteristic of 'exploratory behavior' is that it is often performed:
(A) To reduce a primary drive like hunger or thirst.
(B) Only in response to a direct command.
(C) In the absence of any obvious external reward.
(D) To gain social approval.

190. The final stage of the General Adaptation Syndrome (GAS) model of stress, where the body's resources are depleted, is known as:
(A) Alarm
(B) Resistance
(C) Appraisal
(D) Exhaustion

191. The concept that personality is shaped by the continuous interaction of personal factors (like thoughts and beliefs), behavior, and the environment is known as:
(A) Reciprocal determinism
(B) Locus of control
(C) Self-actualization
(D) The pleasure principle

192. Which of the following is a key idea in existential psychology?
(A) Human behavior is determined by past reinforcements.
(B) Individuals are faced with choices and are responsible for creating meaning in their lives.
(C) Personality can be reduced to five major traits.
(D) Unconscious childhood conflicts determine adult behavior.

193. Arrange the events in Schachter and Singer's two-factor theory of emotion in the correct order.
(P) Cognitive label is applied to arousal
(Q) Emotion-arousing stimulus occurs
(R) Conscious experience of emotion
(S) Physiological arousal occurs
(A) Q, S, P, R
(B) Q, P, S, R
(C) S, P, Q, R
(D) Q, R, S, P

194. A researcher studying the role of inherited predispositions and brain chemistry in shaping personality is focusing on:
(A) Biological determinants
(B) Socio-cultural determinants
(C) Existential factors
(D) Social learning factors

195. 'Motivational Competence' refers to the capacity to:
(A) Influence and persuade other people effectively.
(B) Endure high levels of stress without showing strain.
(C) Identify goals and regulate actions to achieve those goals effectively.
(D) Experience novel and varied sensations during different activities.

196. Consider the following statements about personality approaches:
1. Psychoanalysis: Emphasizes unconscious motives.
2. Trait Theory: Describes personality using dimensions like neuroticism.
3. Humanistic Theory: Focus on potential for growth and self-actualization.
4. Social Learning Theory: Highlights observation and cognitive factors.

Which of the above statements are correctly stated?
(A) 1 and 2 only
(B) 1, 2 and 3 only
(C) 3 and 4 only
(D) 1, 2, 3 and 4

197. Which of the following is NOT one of the needs in McClelland's theory of motivation?
(A) Need for achievement
(B) Need for affiliation
(C) Need for security
(D) Need for power

198. The 'Type C' personality profile has been linked to a higher risk for which health problem?
(A) Heart disease
(B) Cancer
(C) Diabetes
(D) Anxiety disorders

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(D) Developing a belief that one is in control of one's own destiny.

238. Consider the following stress management techniques:
1. Biofeedback
2. Music Therapy
3. Progressive Muscular Relaxation
4. Mindfulness

Which of these techniques primarily focuses on altering cognitive patterns through awareness rather than only direct physiological manipulation?
(A) 1 and 2 only
(B) 3 only
(C) 1 and 3 only
(D) 4 only

239. The need for 'power' (nPow) in McClelland's theory is the motivation to:
(A) Have an impact on and influence others.
(B) Achieve excellence for its own sake.
(C) Form warm, close relationships.
(D) Seek novel and intense stimulation.

240. The 'social learning' approach to personality differs from radical behaviorism by:
(A) Rejecting the importance of reinforcement.
(B) Emphasizing the role of cognitive processes, expectations, and observational learning.
(C) Focusing exclusively on unconscious drives.
(D) Proposing that personality is entirely inherited.

241. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Lazarus, cognitive appraisal is the first step in an emotional response.
Reason (R): Lazarus argued that an individual must first assess a situation's significance for their well-being before a physiological response and emotional feeling can occur.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

242. The state of being completely absorbed in a challenging but achievable task, losing track of time, is called:
(A) Flow
(B) Self-regulation
(C) Sensation seeking
(D) Competence motivation

243. Which of the following is NOT part of the psychoanalytic approach to personality?
(A) Id, Ego, Superego
(B) Defense Mechanisms
(C) Self-Efficacy
(D) Psychosexual Stages

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244. A person's tendency to seek out new, varied, and intense experiences is known as:
(A) Need for affiliation
(B) Locus of control
(C) Self-regulation
(D) Sensation seeking

245. Which of the following is an example of an 'incentive'?
(A) The feeling of hunger
(B) The biological need for water
(C) The promise of a bonus for good performance
(D) The innate tendency to build a nest

246. Consider the following statements about emotion and stress:
1. Emotion Regulation involves managing one's own emotional responses.
2. Conflicts include approach-approach and avoidance-avoidance dilemmas.
3. Stress Models include Lazarus's transactional model.
4. Stress Management includes techniques like Yogasana and meditation.
5. Type D Behavior is characterized by competitiveness and impatience.

Which combination of statements is correct?
(A) 1, 2, and 5
(B) 2, 3, and 4
(C) 1, 2, 3, and 4
(D) All of the above

247. The humanistic approach to motivation emphasizes the importance of:
(A) External rewards and punishments.
(B) Unconscious conflicts from childhood.

(A) Psychoanalytical perspective.
(B) Social learning perspective.
(C) Cognitive perspective.
(D) Trait perspective.

260. The passage implies that a comprehensive understanding of personality is best achieved by:
(A) integrating insights from multiple theoretical approaches.
(B) exclusively adopting the psychoanalytical model.
(C) prioritizing trait and type classifications for their empirical nature.
(D) focusing solely on spiritual and transcendent experiences.

Direction : Please read the following source carefully.

Beyond the grand theories of personality, several other specific theories offer crucial insights into individual differences in cognition and behavior. Julian Rotter's concept of Locus of Control distinguishes between individuals who believe they have control over the outcomes of events in their lives (internal locus of control) and those who believe that outcomes are determined by external forces like fate, luck, or powerful others (external locus of control). This cognitive orientation significantly influences motivation and persistence. Similarly, Martin Seligman's work on Explanatory Styles focuses on how individuals explain the causes of positive and negative events. An optimistic explanatory style attributes failures to external, temporary, and specific causes, whereas a pessimistic style attributes them to internal, stable, and global causes. This style has profound implications for an individual's vulnerability to helplessness and depression. Complementing these cognitive perspectives on personality, Lawrence Kohlberg's theory of Moral Development outlines a sequence of stages through which individuals' moral reasoning evolves. Moving from a preconventional level (based on reward and punishment) to a conventional level (based on social norms and laws) and potentially to a postconventional level (based on abstract ethical principles), Kohlberg's theory suggests that moral reasoning is a developmental aspect of personality that reflects cognitive maturation and social perspective-taking.

Based on the above source, attempt the following five questions.

261. An individual who attributes their failure in an exam to their own lack of intelligence, which they believe is unchangeable and will affect all future academic endeavors, is demonstrating a:
(A) postconventional level of moral reasoning.
(B) high degree of motivational competence.
(C) strong internal locus of control.
(D) pessimistic explanatory style.

262. According to the passage, Rotter's Locus of Control and Seligman's Explanatory Styles are similar in that they both:
(A) focus on the developmental stages of moral reasoning.
(B) emphasize how cognitive orientations influence behavior and affect.
(C) are primarily concerned with unconscious motivations.
(D) categorize individuals into stable personality types like Type A or B.

263. A person with a strong internal locus of control would most likely agree with which statement?
(A) "Success in life is mostly a matter of being in the right place at the right time."
(B) "There is not much I can do to change my destiny."
(C) "My career advancement depends on my hard work and the decisions I make."
(D) "People in positions of authority have the final say in what happens to me."

264. As described in the passage, what is the primary basis for moral decisions at Kohlberg's conventional level of moral development?
(A) The pursuit of personal rewards and avoidance of punishment.
(B) Adherence to universal ethical principles and justice.
(C) An individual's subjective feelings and emotions.
(D) The alignment with societal laws and social approval.

265. The passage suggests that a key difference between Kohlberg's theory and the theories of Rotter and Seligman is that Kohlberg's theory is specifically focused on:

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predispositions.

254. The phrase "continuous dialogue between 'nature' and 'nurture'" in the passage refers to the:
(A) conflict between an individual's desires and societal expectations.
(B) process of learning and internalizing cultural norms.
(C) sequential development of personality, starting with biology and ending with culture.
(D) dynamic and reciprocal interaction between genetic predispositions and environmental experiences.

255. Based on the text, the process of socialization is crucial for:
(A) establishing the biological substrate of personality.
(B) eliminating the influence of genetic inheritance on personality.
(C) directing the expression of innate biological tendencies.
(D) creating a uniform personality type within a specific culture.

Direction : Please read the following source carefully.

Various theoretical approaches offer distinct lenses through which to study personality. The psychoanalytical approach, pioneered by Freud, emphasizes the role of unconscious conflicts, early childhood experiences, and psychosexual stages in shaping personality. In contrast, Neo-Freudian theories, while retaining the core idea of the unconscious, place greater emphasis on social and cultural factors and de-emphasize the centrality of sexual drives. A different perspective is offered by the social learning approach, which posits that personality is largely acquired through observation, imitation, and reinforcement within a social context. This view sees personality not as a fixed entity but as a dynamic pattern of behaviors influenced by environmental contingencies. The trait and type approaches focus on identifying and measuring stable, enduring characteristics (traits) or classifying individuals into broader categories (types). Cognitive approaches, meanwhile, highlight the role of thought processes, such as beliefs, expectations, and interpretations of events, in determining personality. Further diversifying the field, humanistic and existential approaches champion the role of subjective experience, free will, and the pursuit of self-actualization or meaning. Finally, transpersonal psychology extends the humanistic and existential focus to include spiritual, transcendent, or peak experiences as integral components of human personality and development. Each approach provides valuable insights, and a holistic understanding often involves integrating perspectives.

Based on the above source, attempt the following five questions.

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256. Which approach to personality would most likely view an individual's consistent shyness as a result of observing and imitating a shy parent and being reinforced for quiet behavior?
(A) Psychoanalytical approach
(B) Social learning approach
(C) Trait and type approach
(D) Humanistic approach

257. A key distinction between the psychoanalytical approach and Neo-Freudian theories, as described in the passage, is that Neo-Freudians:
(A) completely reject the concept of the unconscious mind.
(B) focus exclusively on observable behaviors and reinforcement.
(C) prioritize the classification of individuals into specific types.
(D) place a greater emphasis on social and cultural influences.

258. According to the passage, the humanistic and transpersonal approaches to personality share a common focus on:
(A) the importance of subjective experience and personal growth.
(B) the measurement of stable, enduring characteristics.
(C) the impact of unconscious sexual and aggressive drives.
(D) the classification of individuals into broad personality types.

259. An analyst focusing on a client's core beliefs about the world and their automatic thoughts in specific situations is most likely operating from a:

Which combination of statements is correct?
(A) 1, 2, and 3 only
(B) 2, 4, and 5 only
(C) 1, 3, and 4 only
(D) 1, 2, 3, 4, and 5

207. The 'conventional' stage of Kohlberg's theory is characterized by a morality based on:
(A) Social conformity and approval
(B) Personal ethical principles
(C) Fear of punishment
(D) Self-interest and rewards

208. The experience of 'flow' requires:
(A) A task that is extremely easy to ensure success.
(B) A balance between the challenge of a task and an individual's skills.
(C) A strong external reward for completing the task.
(D) The presence of an audience to provide feedback.

209. A person who is quiet, imaginative, and prefers solitary activities would be best described by which of the following terms from personality psychology?
(A) High sensation-seeker
(B) Introvert
(C) Type A personality
(D) External locus of control

210. Which of the following is NOT considered a basic motivational concept?
(A) Self-actualization
(B) Needs
(C) Drives
(D) Incentives

211. The ability to manage one's own behavior to achieve personal goals, even in the face of distractions or temptations, is known as:
(A) Sensation seeking
(B) Need for achievement
(C) Self-regulation
(D) Locus of control

212. Which of the following is NOT one of the 'Big Five' personality traits often studied within the Trait and Type approach?
(A) Openness to experience
(B) Conscientiousness
(C) Agreeableness
(D) Locus of control

213. Arrange the following theorists based on their primary theoretical focus, moving from unconscious/internal processes to cognitive/social processes:
(P) Albert Bandura
(Q) Sigmund Freud
(R) George Kelly
(S) Carl Rogers
(A) Q, S, R, P
(B) S, Q, P, R
(C) Q, R, S, P
(D) P, R, S, Q

214. A key tenet of social learning theory is that much of our personality is acquired through:
(A) Genetic inheritance
(B) Vicarious learning and observation
(C) The resolution of oedipal conflicts
(D) The pursuit of existential meaning

215. The 'arousal' component of motivation is most related to the concept of:
(A) The specific goal being pursued.
(B) The learned value of an external object.
(C) The satisfaction of a biological need.
(D) The general level of energy and alertness of the organism.

216. A patient is taught to relax by visualizing themselves on a quiet beach, hearing the waves, and feeling the warm sun. This technique is called:
(A) Guided Imagery
(B) Biofeedback
(C) Progressive Muscular Relaxation
(D) Stress Inoculation Training

217. In motivation theory, a 'need' creates a 'drive', which in turn activates:
(A) An instinct
(B) An incentive
(C) A goal-directed behavior
(D) A physiological correlate

218. Consider the following statements about personality theories:
1. The Trait approach seeks to identify basic,

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(A) the developmental progression of reasoning.
(B) explaining vulnerability to depression.
(C) the role of cognition in personality.
(D) the influence of external versus internal beliefs.

Direction : Please read the following source carefully.

Motivation is the force that energizes, directs, and sustains behavior. Understanding this force requires examining its basic concepts, which can be conceptualized through the motivational cycle. This cycle typically begins with a need, which is a state of deficiency, either biological (like the need for food) or psychological (like the need for affiliation). This need gives rise to a drive, an internal state of tension or arousal that impels the organism to act. The energized, goal-directed behavior that follows is aimed at reducing this drive. The goal itself is known as an incentive, an external stimulus that has the capacity to motivate behavior. Upon achieving the incentive and satisfying the need, the drive is reduced, and the organism returns to a state of equilibrium, thus completing the cycle. This framework incorporates various motivational concepts. Instincts, which are unlearned, genetically determined patterns of behavior, can be seen as the most basic originators of needs. Arousal theory adds another layer, suggesting that individuals are motivated to maintain an optimal level of physiological arousal, seeking either to increase it when it is too low or decrease it when it is too high. The entire process illustrates a dynamic interplay between internal states (needs, drives, arousal) and external stimuli (incentives).

Based on the above source, attempt the following five questions.

266. Within the motivational cycle described in the passage, what is the role of an incentive?
(A) To create an internal state of tension or arousal.
(B) To serve as the external goal that motivates behavior.
(C) To represent a biological or psychological deficiency.
(D) To function as an innate, genetically programmed behavior pattern.

267. According to the paragraph, a 'drive' is best defined as:
(A) the satisfaction experienced after a goal is achieved.
(B) an internal state of tension that impels an organism to act.
(C) the external stimulus that pulls an organism toward a goal.
(D) an unlearned, genetically determined pattern of behavior.

268. How does arousal theory, as mentioned in the passage, supplement the basic model of the motivational cycle?
(A) It posits that individuals are motivated to maintain an ideal level of arousal.
(B) It suggests motivation is solely about reducing internal tension to zero.
(C) It focuses only on psychological needs and ignores biological ones.
(D) It equates motivation with genetically determined instincts.

269. Based on the sequence of the motivational cycle presented, which of the following is the correct order of events?
(A) Drive → Need → Incentive → Behavior
(B) Incentive → Behavior → Need → Drive
(C) Need → Drive → Behavior → Incentive Achievement
(D) Behavior → Drive → Incentive → Need

270. The passage identifies a 'need' as the starting point of the motivational cycle. A need is characterized as:
(A) a goal-directed action.
(B) a state of equilibrium.
(C) an external stimulus.
(D) a state of deficiency.

Direction : Please read the following source carefully.

The study of motivation is enriched by diverse theoretical approaches that provide different explanations for the 'why' of behavior. The psychoanalytical approach posits that human motivation is largely driven by unconscious forces, primarily instincts of life (Eros) and death (Thanatos), which are often repressed and manifest in disguised forms. Behavior is seen as a compromise among these unconscious

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(C) Affiliation.
(D) Flow.

282. According to the passage, the concept of 'Flow' is most likely to be experienced when:
(A) an individual's need for affiliation is completely unsatisfied.
(B) an individual's skills are well-matched to the challenges of an engaging activity.
(C) the challenges of a task are significantly lower than one's skills.
(D) a person is motivated purely by the need for power over others.

283. 'Self-regulation', as described in the text, is the process of:
(A) establishing positive relationships with others.
(B) controlling one's thoughts and actions to achieve goals.
(C) seeking out challenging tasks to prove one's excellence.
(D) experiencing a state of complete absorption in an activity.

284. A student who sets a challenging but attainable goal of achieving a 95% score on an exam and works diligently to meet that standard is primarily demonstrating a need for:
(A) Achievement.
(B) Affiliation.
(C) Power.
(D) Self-regulation.

285. The passage suggests that Motivational Competence is best understood as:
(A) the state of complete absorption in a task.
(B) the desire to control and influence other people.
(C) the ability to effectively manage one's resources to pursue goals.
(D) the innate drive to connect with others on an emotional level.

Direction : Please read the following source carefully.

Theories of emotion attempt to explain the complex relationship between physiological arousal, cognitive interpretation, and subjective emotional experience. The James-Lange theory proposes a counterintuitive sequence: an event causes physiological arousal and behavioral responses first, and then our mind interprets these bodily changes as a specific emotion. In this view, we are afraid because we run. The Canon-Bard theory challenged this, arguing that an emotion-arousing stimulus simultaneously triggers both physiological responses (via the sympathetic nervous system) and the subjective experience of emotion (via the cortex). For them, arousal and emotion are parallel processes, not sequential. Building on these ideas, the Schachter-Singer two-factor theory introduced a crucial cognitive component. It posits that an event causes physiological arousal, but we must then cognitively label this undifferentiated arousal to experience a specific emotion. The label we apply depends on our interpretation of the situation. Thus, the same state of arousal could be experienced as joy or anger depending on the context. Richard Lazarus's theory further emphasized cognition, suggesting that cognitive appraisal of the situation precedes both the physiological arousal and the emotional experience. For Lazarus, the emotion we feel depends entirely on our appraisal of the situation's significance to our well-being. Lindsley's activation theory, in a similar vein, connects emotion to arousal, proposing that emotions lie on a continuum of activation.

Based on the above source, attempt the following five questions.

286. Which theory of emotion posits that the experience of emotion is the mind's interpretation of one's own physiological and behavioral responses?
(A) Canon-Bard theory
(B) Schachter-Singer theory
(C) Lazarus's theory
(D) James-Lange theory

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287. A key difference between the James-Lange theory and the Canon-Bard theory is that the Canon-Bard theory suggests that physiological arousal and emotional experience are:
(A) sequential.
(B) dependent on a cognitive label.
(C) simultaneous.
(D) irrelevant to the emotional process.

288. According to the Schachter-Singer two-factor theory, what are the two essential components for experiencing a specific emotion?

activities to raise their arousal to a more pleasurable level. This trait explains individual differences in preferences for activities ranging from extreme sports to novel social encounters, highlighting a dimension of motivation centered on arousal and stimulation rather than simple drive reduction.

Based on the above source, attempt the following five questions.

276. According to the passage, the primary goal of exploratory behavior is to:
(A) gather information and investigate new stimuli.
(B) reduce a primary biological drive like hunger.
(C) achieve a state of complete rest and low arousal.
(D) avoid physical and social risks in the environment.

277. Zuckerman's theory of Sensation Seeking proposes that individuals high in this trait:
(A) have a naturally high level of arousal and seek to lower it.
(B) are motivated by a desire to avoid all novel and complex experiences.
(C) are primarily driven by the need to satisfy hunger and thirst.
(D) seek intense experiences to raise their arousal to an optimal level.

278. How is curiosity described in the passage in relation to exploratory behavior?
(A) It is an unrelated concept focused only on risk-taking.
(B) It is the cognitive and emotional desire that fuels exploration.
(C) It is a primary drive that exploratory behavior seeks to reduce.
(D) It is a negative consequence of excessive exploratory behavior.

279. Which of the following activities would a person high in sensation seeking, as defined by Zuckerman, be most likely to prefer?
(A) Following a predictable daily routine.
(B) Engaging in quiet, meditative practices.
(C) Participating in extreme sports like skydiving.
(D) Reading a familiar and comforting book.

280. The concepts of exploratory behavior, curiosity, and sensation seeking collectively challenge which motivational idea?
(A) That all motivation is aimed at increasing internal tension.
(B) That motivation can be influenced by personality traits.
(C) That humans have an intrinsic need to understand their environment.
(D) That all behavior is driven solely by the need to reduce primary drives.

Direction : Please read the following source carefully.

Social motives, such as the needs for Achievement, Affiliation, and Power, are fundamental drivers of human behavior in social contexts. The need for Achievement is characterized by a desire to perform well, overcome obstacles, and meet a high standard of excellence. The need for Affiliation involves a desire to establish, maintain, or restore positive affective relationships with others. The need for Power is expressed as a desire to have impact, control, or influence over another person, group, or the world at large. The effective pursuit of these and other goals is related to an individual's Motivational Competence, which refers to the ability to identify realistic goals, persist in their pursuit despite challenges, and effectively manage one's motivational resources. A key aspect of this competence is Self-regulation, the process by which individuals control and direct their own thoughts, feelings, and actions to achieve their goals. When individuals are highly self-regulated and their skills are well-matched to the challenges of an activity they are pursuing, they may experience a state of Flow. This is an optimal state of consciousness where one is completely absorbed in an activity, losing track of time and experiencing a deep sense of enjoyment and engagement. Flow represents a peak motivational experience, often occurring when one is acting at the full capacity of their motivational competence.

Based on the above source, attempt the following five questions.

281. An individual who consistently seeks out leadership roles and enjoys influencing team decisions is likely driven by a high need for:
(A) Power.
(B) Achievement.

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24. (A) Seek novel, varied, complex, and intense experiences.
Sensation seeking is a personality trait characterized by the pursuit of intense and novel sensory experiences. Individuals high in this trait are often willing to take physical or social risks for the sake of such experiences. This concept, developed by Marvin Zuckerman, suggests that people vary in their optimal level of arousal. Those with higher thresholds seek more stimulation from their environment to achieve a satisfying state of activation.

25. (C) Universal Ethical Principles
The final stage of moral development involves reasoning based on abstract ethical principles that transcend specific laws or social contracts. At this level, individuals make moral decisions according to universal values like justice, equality, and human dignity. They may choose to follow their conscience even if it conflicts with societal rules. This stage represents the highest level of moral maturity, where internalized ethical standards guide all behavioral choices and judgments.

26. (C) A is true but R is false.
Carl Jung proposed that archetypes are universal, inherited patterns or images found within the collective unconscious. These archetypes are shared by all humans across cultures and time, rather than being unique to an individual's personal life experiences. While the personal unconscious contains individual memories, the collective unconscious holds these primordial symbols. Therefore, the assertion about their nature is correct, but the reason attributing them to the personal unconscious is inaccurate.

27. (D) Engage in goals consistent with personal values and long-term aims.
Motivational competence describes an individual's ability to align their current activities and goals with their stable personal values and long-term aspirations. It involves self-awareness and the capacity to select tasks that provide a sense of meaning and satisfaction. This skill ensures that a person remains motivated and persistent because their actions are rooted in their core identity rather than being driven solely by external rewards or pressures.

28. (B) Autonomic nervous system
The physiological correlates of emotion are primarily controlled by the autonomic nervous system, which regulates involuntary bodily functions. During emotional experiences, this system activates changes in heart rate, respiration, and perspiration. It consists of the sympathetic branch, which prepares the body for action during arousal, and the parasympathetic branch, which restores calm. These internal adjustments provide the physical foundation for the subjective experience of various emotional states.

29. (A) 1 and 4 only
Yogasana is a stress management practice that integrates physical postures with controlled breathing to enhance well-being. Mindfulness involves maintaining a non-judgmental awareness of the present moment, which helps reduce stress. Conversely, biofeedback is not purely psychological as it involves monitoring real physiological signals. Progressive muscular relaxation focuses on physical muscle groups rather than primarily visualizing scenarios. Therefore, only the statements regarding yogasana and mindfulness accurately describe these specific management techniques.

30. (D) Internal, stable, and global
According to Martin Seligman's theory, individuals with a pessimistic explanatory style attribute negative events to internal, stable, and global causes. They believe the problem is their own fault, that it will last forever, and that it will affect everything they do. This pattern of thinking can lead to decreased motivation and a higher risk of learned helplessness. In contrast, an optimistic style views setbacks as external, temporary, and specific.

31. (A) Incentive
An incentive is an external object or event that motivates an individual to act in a certain way. Unlike internal drives, which push an organism to satisfy a need, incentives pull the individual toward a specific goal or reward. Examples include money, praise, or high grades. The strength of an incentive depends on the person's evaluation of its value, making it a key component in understanding goal-directed behavior.

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(A) An emotion-arousing stimulus and a behavioral response.
(B) Physiological arousal and a cognitive label.
(C) An unconscious drive and a conscious thought.
(D) A pre-existing mood and a social context.

289. Lazarus's theory of emotion is distinct from the Schachter-Singer theory primarily because it places cognitive appraisal:
(A) after the physiological response.
(B) as a result of the emotional experience.
(C) as simultaneous with physiological arousal.
(D) as the initial step that precedes both arousal and emotion.

290. If you encounter a bear in the woods, which theory would state that your heart pounds and you feel fear at the exact same time as separate but co-occurring processes?
(A) Canon-Bard theory
(B) James-Lange theory
(C) Schachter-Singer theory
(D) Lindsley's activation theory

Direction : Please read the following source carefully.

Stress is a complex psychological and physiological response to events that are perceived as threatening or challenging. Models of stress help to conceptualize this process, often focusing on the interaction between an individual and their environment. A critical component of this interaction is the individual's personality, as certain behavioral patterns are associated with different levels of stress vulnerability. Type A behavior is characterized by competitiveness, impatience, hostility, and a sense of time urgency, and has been linked to increased risk for stress-related illnesses. In contrast, Type B behavior is more relaxed, easy-going, and patient. More recent categorizations include Type C behavior, characterized by bottling up emotions, agreeableness, and conflict avoidance, and Type D (distressed) behavior, which involves a tendency towards negative affectivity (worry, irritability) and social inhibition. These behavioral patterns can influence both the perception of stressors and the physiological response to them. A primary source of stress is conflict, which arises when an individual must choose between two or more incompatible goals or courses of action. These can be categorized into types such as approach-approach, avoidance-avoidance, and approach-avoidance conflicts, each presenting a unique psychological dilemma that contributes to the overall stress experience. Understanding these concepts is fundamental to comprehending the nature of stress and coping.

Based on the above source, attempt the following five questions.

291. According to the passage, an individual who is highly competitive, constantly in a hurry, and easily angered would be classified as exhibiting:
(A) Type B behavior.
(B) Type C behavior.
(C) Type A behavior.
(D) Type D behavior.

292. What is the defining characteristic of Type D behavior as described in the text?
(A) A combination of negative emotions and social inhibition.
(B) Competitiveness and a sense of time urgency.
(C) A relaxed and easy-going demeanor.
(D) A tendency to avoid conflict and suppress emotions.

293. The passage defines conflict as a source of stress that occurs when:
(A) an individual achieves a long-sought goal.
(B) a person exhibits Type B behavioral patterns.
(C) environmental demands are lower than personal capabilities.
(D) one must choose between incompatible alternatives.

294. A person who is passive, tries to please everyone, and internalizes their anger to maintain peace is demonstrating characteristics of which behavioral pattern?
(A) Type A
(B) Type C
(C) Type B
(D) Type D

295. The paragraph suggests that the relationship between personality and stress is best described as:
(A) non-existent, as stress is purely environmental.

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8. (A) Individualistic vs. Collectivistic societal norms.
Socio-cultural determinants involve the external environmental factors that shape personality through social interaction and cultural context. Societal norms, such as whether a culture prioritizes individual achievement or group harmony, significantly influence how a person perceives themselves and relates to others. These factors include family structure, educational systems, and religious beliefs. They contrast with biological determinants, which are internal and genetic, by providing the social framework for behavior.

9. (D) 1, 2, 3 and 4
Neo-Freudians expanded on traditional psychoanalysis by emphasizing social influences over sexual drives. Trait theories categorize personality through stable characteristics that describe behavioral patterns. Social learning theory highlights how imitation and reinforcement contribute to personality acquisition. Transpersonal psychology incorporates the spiritual and transcendent aspects of human life. Together, these statements reflect the diverse perspectives in psychological science that explain the complex nature and development of human personality.

10. (A) Both Statement I and Statement II are true.
The James-Lange theory argues that emotional feelings are the direct result of perceiving specific physiological changes in the body. Conversely, the Cannon-Bard theory posits that the brain processes emotional stimuli and triggers both physiological arousal and the subjective feeling of emotion at the exact same time. While their explanations for the sequence differ, both theories are fundamental to understanding how the mind and body interact.

11. (D) Julian Rotter
Julian Rotter developed the concept of locus of control as part of his social learning theory. This psychological construct refers to the degree to which individuals believe they have power over the events in their lives. Those with an internal orientation believe their actions determine outcomes, whereas those with an external orientation attribute results to luck or fate. This concept remains vital for understanding individual motivation and personality.

12. (B) Ethological
The ethological approach to motivation emphasizes the evolutionary basis of behavior and focuses on innate, species-specific patterns. This perspective suggests that many behaviors are driven by fixed action patterns, which are automatic and triggered by specific environmental cues known as innate releasing mechanisms. These behaviors are considered unlearned and essential for survival or reproduction. This approach highlights how biological programming influences the way animals and humans respond.

13. (C) Locus of Control - Carl Rogers
Locus of control is a psychological concept developed by Julian Rotter, not Carl Rogers. It distinguishes between individuals who believe they control their own destiny and those who believe external forces dictate their lives. Carl Rogers is primarily known for his humanistic approach, focusing on the self-concept and unconditional positive regard. Matching Rogers with locus of control is incorrect as their theories originate from different psychological frameworks.

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14. (D) Task challenge and individual skill level are both optimally matched and high.
Flow is a psychological state of complete absorption and enjoyment in an activity. According to Mihaly Csikszentmihalyi, this experience occurs when the level of challenge presented by a task is perfectly balanced with the individual's high skill level. If the challenge is too high, anxiety occurs; if too low, boredom results. Optimal matching creates a state where the individual loses self-consciousness and becomes fully immersed.

15. (A) Type A
Type A personality is a behavioral pattern characterized by constant competitiveness, a high sense of time urgency, and a tendency toward hostility. Individuals with this pattern often feel a strong drive to achieve and may become easily frustrated or impatient with delays. This behavior pattern has been extensively studied in health psychology, particularly regarding its potential

ANSWERS

1. (B) Genetic predispositions and physiological processes influencing behavior.
Biological determinants encompass internal factors that shape an individual's personality from birth. These include genetic heritability, which transmits traits from parents to offspring, and various physiological processes within the brain and nervous system. Such factors determine temperament and baseline behavioral tendencies. Unlike environmental influences, these biological components provide the foundational structure upon which experiences and social learning later build to form a complete and unique adult personality.

2. (A) Ego
The ego acts as the rational mediator within the human personality structure. It operates according to the reality principle, which seeks to satisfy the instinctual demands of the id in ways that are socially acceptable and realistic. By considering the constraints of the external world, the ego balances immediate desires with long-term consequences. This cognitive component ensures that behavior remains practical and aligned with the surrounding environment.

3. (A) P-3, Q-2, R-4, S-1
Social learning theory focuses on observational learning, where individuals acquire behaviors by watching others. Humanistic psychology emphasizes self-actualization as the ultimate drive for personal growth. Trait theory, specifically Allport's model, identifies cardinal traits as dominant characteristics that define a person's life. Psychoanalysis investigates unconscious conflicts as the primary drivers of behavior. Each framework offers a distinct lens for understanding how different psychological mechanisms contribute to individual development.

4. (D) Personality is primarily shaped by the resolution of psychosexual conflicts.
Humanistic theory focuses on conscious experiences and the inherent drive toward personal growth. It emphasizes concepts like unconditional positive regard and the alignment between the real self and the ideal self. In contrast, the idea that personality is formed through the resolution of psychosexual conflicts is a central tenet of psychoanalysis, not humanism. Rogers rejected the deterministic view of unconscious biological drives in favor of self-actualization.

5. (C) Pre-conventional
The pre-conventional level represents the earliest stage of moral development where reasoning is based strictly on external consequences. At this stage, individuals perceive right and wrong through the lens of physical punishment or the acquisition of personal rewards. There is little internalization of social norms or ethical standards. Instead, the focus remains on self-interest and obedience to authority figures to avoid negative outcomes or gain benefits.

6. (C) A is true but R is false.
Lazarus proposed that cognitive appraisal is a necessary prerequisite for experiencing emotion, as individuals must evaluate a stimulus's significance. However, his theory does not claim that emotional responses occur without physiological arousal. Instead, it suggests that the appraisal process initiates both the emotional experience and the accompanying bodily changes. Therefore, while the interpretation determines the specific emotion, physiological activation remains a core component of the process.

7. (D) Need
A need represents a state of physiological or psychological deficiency that requires satisfaction to maintain equilibrium. When a person lacks a fundamental requirement, such as food or social connection, a need arises. This state of deprivation acts as the primary trigger in the motivational cycle, leading to the development of a drive. Satisfying the need reduces the internal tension and restores the individual to homeostatic balance.

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(B) personality types directly cause specific stressors.
(C) certain behavioral patterns can influence an individual's vulnerability to stress.
(D) only Type A behavior is relevant to the study of stress.

Direction : Please read the following source carefully.

Effective stress management involves a diverse array of strategies designed to reduce the physiological and psychological impact of stressors. These techniques can be broadly categorized based on their primary mechanism of action. Biofeedback, for instance, is a mind-body technique that uses electronic equipment to help an individual gain conscious control over involuntary bodily processes, such as heart rate or muscle tension, thereby reducing physiological arousal. A similar focus on the body is seen in physical relaxation techniques. Progressive Muscular Relaxation (PMR) involves systematically tensing and then relaxing different muscle groups to release physical tension. Specific breathing exercises help to regulate the autonomic nervous system, shifting it from a sympathetic (fight-or-flight) state to a parasympathetic (rest-and-digest) state. Yogasana combines physical postures, breathing exercises, and meditation to achieve a holistic state of relaxation. Cognitive and imagery-based techniques are also prominent. Guided Imagery uses directed thoughts and suggestions to guide one's imagination toward a relaxed, focused state. Mindfulness and Meditation train the mind to maintain a state of non-judgmental awareness of the present moment, which can alter one's relationship with stressful thoughts. Another cognitive approach is Stress Inoculation Training (SIT), a multi-phase process where individuals are educated about stress, taught coping skills, and then practice applying these skills under simulated stressful conditions. The use of Music therapy can also be effective, leveraging the emotional and physiological effects of music to reduce anxiety and promote relaxation.

Based on the above source, attempt the following five questions.

296. Which stress management strategy specifically uses electronic monitoring to help a person control physiological functions like heart rate?
(A) Progressive Muscular Relaxation
(B) Guided Imagery
(C) Stress Inoculation Training
(D) Biofeedback

297. Stress Inoculation Training (SIT) is primarily a _____ technique that involves _____.
(A) cognitive; education, skills acquisition, and application practice
(B) physiological; systematically tensing and relaxing muscles
(C) musical; using sound to alter emotional states
(D) meditative; achieving a state of non-judgmental awareness

298. According to the passage, the primary goal of techniques like breathing exercises and Progressive Muscular Relaxation is to:
(A) cognitively reframe the source of stress.
(B) reduce physical tension and physiological arousal.
(C) simulate stressful conditions for practice.
(D) use imagination to create a relaxing mental scene.

299. Mindfulness and Meditation are described as techniques that help manage stress by:
(A) providing electronic data about bodily functions.
(B) training the mind to maintain present-moment, non-judgmental awareness.
(C) combining physical postures with vigorous exercise.
(D) tensing and relaxing specific muscle groups throughout the body.

300. Based on the description, Yogasana is presented as a holistic approach because it:
(A) integrates physical postures, breathing, and meditation.
(B) exclusively focuses on cognitive reframing of stressors.
(C) relies on electronic equipment for monitoring the body.
(D) involves only the use of directed thoughts and suggestions.

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link to an increased risk of developing coronary heart disease.

16. (B) Schemas
In the study of motivation, concepts like drives, arousal, and incentives explain why behavior is initiated and directed toward goals. Drives represent internal tensions, while incentives are external rewards that pull behavior. Schemas, however, are cognitive frameworks used to organize and interpret information. While they influence how people process data, they are not typically classified as a primary motivational concept compared to biological and social drives.

17. (A) R, P, Q, S, T
The motivational cycle is a sequence that begins with a physical or psychological need. This need creates an internal state of tension known as a drive, which then triggers goal-directed behavior. Once the goal is successfully achieved, the individual experiences a reduction in the initial arousal or tension, restoring a state of equilibrium. This chronological order accurately reflects the process from deprivation to the satisfaction of requirements.

18. (A) An external locus of control.
Attributing personal failure to external factors like teacher bias or unfair questions reflects an external locus of control. According to Julian Rotter's theory, individuals with this orientation believe that outcomes are determined by environmental forces, luck, or others rather than their own effort. This perspective contrasts with an internal locus of control, where a person believes their own skills and actions are responsible for their successes.

19. (A) 1, 2, and 3
Personality is shaped by a combination of internal and external factors. Biological determinants include genetic influences and brain physiology, which establish temperament and predispositions. Socio-cultural determinants involve the family environment and broader cultural values that guide behavioral development. Modern psychological theories emphasize that these two sets of factors interact dynamically throughout an individual's life. However, it is incorrect to suggest one universally dominates the other.

20. (D) Cognitive interpretation of arousal.
The Schachter-Singer two-factor theory posits that emotional experience results from a combination of physiological arousal and a cognitive label. According to this model, when individuals experience physical activation, they look to their environment to interpret the cause. This cognitive appraisal determines the specific emotion felt, such as fear or joy. This theory highlights the crucial role of thought processes in defining our internal emotional states during arousal.

21. (C) Anxiety
In psychoanalytic theory, defense mechanisms are unconscious psychological strategies employed by the ego to manage internal conflict. These mechanisms primarily serve to protect the individual from experiencing overwhelming anxiety caused by the conflicting demands of the id and the superego. By distorting reality, these tools allow the person to maintain psychological stability. Common examples include repression, denial, and projection, all functioning to shield the conscious mind.

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22. (B) Type C
Type C personality is defined by a tendency to be unassertive, overly patient, and cooperative while suppressing negative emotions. Individuals with this profile often internalize their feelings, particularly anger, to avoid conflict or social disapproval. This personality type has been researched for its potential relationship with health outcomes, specifically regarding how chronic emotional suppression might influence the immune system and the progression of certain illnesses.

23. (B) P-2, Q-4, R-1, S-3
Biofeedback utilizes electronic devices to monitor and provide information about physiological processes, helping individuals learn to control them. Progressive muscular relaxation involves the systematic tensing and releasing of various muscle groups to reduce physical tension. Guided imagery uses visualization of peaceful scenes to induce a relaxed state. Stress inoculation training is a cognitive-behavioral method used to build coping skills before facing stressors. These techniques offer diverse ways to manage stress.

drives, societal constraints, and ego defenses. The ethological approach, sharing a focus on innate factors, studies behavior in its natural context, emphasizing fixed action patterns and instincts that have evolved for their adaptive value. It views motivation as an 'instinctive-releasing mechanism' triggered by specific environmental cues. In sharp contrast, the S-R (Stimulus-Response) Cognitive approach, stemming from behaviorism but with a cognitive twist, views motivation in terms of learned associations. It argues that behaviors are motivated by the anticipation of reinforcement (reward) or punishment, with cognitive elements like expectations and values mediating the S-R link. The humanistic approach offers yet another perspective, contending that the primary motivational force is the innate tendency toward growth and self-actualization. Theorists from this school argue that while basic needs must be met, the ultimate human motive is to realize one's full potential, a concept far removed from unconscious drives or learned responses.

Based on the above source, attempt the following five questions.

271. Which approach to motivation would most likely explain a person's charitable giving as a disguised manifestation of an unconscious need for social approval stemming from early life conflicts?
(A) Ethological approach
(B) S-R Cognitive approach
(C) Psychoanalytical approach
(D) Humanistic approach

272. A key difference between the ethological and S-R Cognitive approaches to motivation, as described in the passage, is that the ethological approach emphasizes _____, while the S-R Cognitive approach emphasizes _____.
(A) learned associations; innate fixed action patterns
(B) innate instincts; learned anticipations of reward
(C) unconscious drives; self-actualization
(D) self-actualization; unconscious drives

273. According to the passage, the humanistic approach to motivation is unique in its emphasis on:
(A) the role of environmental cues in triggering behavior.
(B) the satisfaction of basic biological needs.
(C) the influence of repressed unconscious forces.
(D) the drive to realize one's full potential.

274. A psychologist who believes that a student studies hard primarily because they expect a good grade (reward) and value academic success is operating from which perspective?
(A) S-R Cognitive
(B) Psychoanalytical
(C) Ethological
(D) Humanistic

275. The psychoanalytical and ethological approaches to motivation are similar in that both:
(A) focus on the human potential for growth.
(B) emphasize the role of learning and reinforcement.
(C) acknowledge the importance of innate factors or instincts.
(D) study behavior exclusively in laboratory settings.

Direction : Please read the following source carefully.

Beyond the motivation to satisfy basic homeostatic needs, humans and other animals exhibit a drive to explore and seek novelty, a phenomenon captured by the concepts of exploratory behavior and curiosity. Exploratory behavior is not aimed at reducing a primary drive like hunger or thirst but appears to be motivated by the environment itself. It involves actively investigating new objects, places, or stimuli, suggesting an intrinsic need to gather information and understand one's surroundings. Curiosity can be seen as the cognitive and emotional component of this drive, a desire for knowledge or new experiences that fuels exploration. This innate tendency to seek out stimulation is further elaborated in Marvin Zuckerman's concept of Sensation Seeking. Zuckerman proposed that sensation seeking is a personality trait defined by the search for varied, novel, complex, and intense sensations and experiences, and the willingness to take physical and social risks for the sake of such experience. Individuals high in sensation seeking have a lower optimal level of arousal and are thus driven to engage in exciting, and sometimes dangerous,

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32. (B) Spiritual experiences transcending the individual ego and identity.
The transpersonal approach represents an extension of psychological study into the spiritual and transcendent dimensions of human experience. It focuses on states of consciousness that go beyond the individual ego and personal identity. This perspective explores peak experiences, mystical states, and the sense of connection to a larger reality. By incorporating these elements, transpersonal psychology seeks to understand the highest potential of human development and the nature of spiritual well-being.

33. (B) James-Lange Theory
The James-Lange theory of emotion proposes that the subjective experience of an emotion follows the perception of physiological changes. In this specific scenario, seeing a snake triggers bodily responses like a pounding heart and trembling. The individual then interprets these physical sensations as the emotion of fear. This sequence emphasizes that we do not feel an emotion until our brain receives feedback from the body's autonomic and skeletal muscular systems.

34. (A) Approach-avoidance conflict
An approach-avoidance conflict occurs when an individual is faced with a single goal or object that has both positive and negative characteristics. The person feels drawn toward the goal because of its attractive qualities but also experiences a desire to avoid it due to its undesirable aspects. This situation often leads to vacillation and stress as the individual struggles to decide whether the benefits of the choice outweigh the potential drawbacks.

35. (C) The struggle for meaning and responsibility in human existence.
The existential approach to personality focuses on the fundamental human condition, emphasizing concepts like freedom, choice, and individual responsibility. It posits that people are constantly seeking meaning in their lives and must confront the inherent anxieties of existence. This perspective highlights the importance of making authentic choices and accepting the consequences of one's actions. Rather than focusing on traits or unconscious drives, it examines the lived experience of being human.

36. (D) Need for Self-Actualization (nSA)
David McClelland's theory of motivation identifies three primary social needs: the need for achievement, the need for affiliation, and the need for power. These needs are acquired through culture and experience and drive human behavior in various social contexts. While the need for self-actualization is a central concept in Abraham Maslow's hierarchy of needs, it is not a component of McClelland's specific framework. McClelland focused on specific motives influencing performance.

37. (C) Incentive
A bonus serves as an external reward offered to employees for achieving specific performance goals, which is a classic example of an incentive. Incentives are environmental stimuli that pull an individual toward a particular behavior by offering a desirable outcome. This motivational strategy relies on the individual's anticipation of the reward to energize and direct their efforts. It differs from internal drives, which arise from physiological or psychological deprivations.

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38. (A) 1, 2, and 3
Neo-Freudian theorists like Alfred Adler, Karen Horney, and Carl Jung accepted the importance of the unconscious but emphasized social and cultural factors over Freud's focus on sexual drives. Adler explored the striving for superiority, Horney focused on basic anxiety from childhood, and Jung introduced the collective unconscious. However, Erikson's theory focused on psychosocial rather than psychosexual stages, and most Neo-Freudians maintained the concept of the unconscious rather than rejecting it.

39. (D) Emotional regulation
Emotional regulation involves the various processes individuals use to manage, control, and modify their emotional experiences and expressions. This can include strategies like cognitive reappraisal, where one changes how they think about a situation, or suppression, where one inhibits emotional display. Effective regulation allows individuals to adapt their responses to different social contexts and personal goals, which is essential for maintaining psychological well-being and successful social interactions in daily life.

a powerful driver of individual success and is influential in academic, athletic, and professional settings.

99. (C) Unconscious drives and desires.
The psychoanalytic approach to motivation, founded by Sigmund Freud, posits that human behavior is primarily energized by deep-seated unconscious forces. These include instinctual drives related to pleasure and aggression that are often repressed due to societal constraints. This perspective emphasizes that our conscious reasons for action may not reflect our true, underlying motives. Instead, our choices and behaviors are seen as manifestations of the ongoing internal struggle to satisfy these hidden desires while maintaining psychological stability and social acceptance.

100. (D) Approach-avoidance conflict
An approach-avoidance conflict occurs when an individual is faced with a single goal or situation that has both attractive and repulsive qualities. For example, a person might want a high-paying job but dislike the long commute it requires. This type of conflict is particularly stressful because as the person moves closer to the goal, the negative aspects become more salient, leading to hesitation and anxiety. Resolving this conflict requires carefully weighing the positive and negative features of the same option.

101. (C) Statement I is true, but Statement II is false.
Transpersonal psychology is a branch of psychology that focuses on the transcendent and spiritual aspects of the human experience, exploring states beyond the individual ego. However, it is not an extension of behaviorism; instead, it is often viewed as an expansion of humanistic psychology. Behaviorism focuses strictly on observable actions and environmental reinforcement, while transpersonal psychology investigates subjective internal states such as mystical experiences and self-transcendence. Therefore, while the first statement accurately defines its scope, the second misidentifies its origins.

102. (B) A monkey manipulating a puzzle for no apparent reward.
Curiosity is a form of intrinsic motivation where an organism engages in exploratory behavior to gain information or stimulation, rather than to satisfy a biological need or receive an external reward. A monkey solving a puzzle simply for the sake of the activity demonstrates this drive. In contrast, a rat pressing a lever for food or a person working for a bonus are examples of extrinsic motivation driven by specific rewards or the reduction of physical needs.

103. (D) Activating the parasympathetic nervous system to induce a relaxation response.
Controlled breathing exercises are a key stress management technique that directly influences the autonomic nervous system. By slowing down and deepening the breath, an individual can signal the body to shift from the sympathetic "fight-or-flight" state to the parasympathetic "rest-and-digest" state. This activation triggers a relaxation response, which lowers heart rate, reduces muscle tension, and calms the mind. It provides a simple and effective physiological way to counteract the negative effects of chronic stress and arousal.

104. (D) 1, 2, 3, 4, and 5
All five descriptions accurately reflect the core focus of major personality approaches. Psychoanalysis investigates unconscious childhood conflicts, while Neo-Freudians emphasize social factors. Social learning theory highlights observation and cognitive processes, and the trait and type approach focuses on describing and measuring stable characteristics. Finally, the cognitive approach examines how thought processes and interpretations shape our personality. Together, these frameworks provide a comprehensive and multifaceted understanding of the various factors that contribute to individual differences in human behavior and personality.

105. (C) Internal, stable, and global causes.
According to Martin Seligman's model, individuals with an optimistic explanatory style attribute their successes to internal, stable, and global causes. This means they believe their achievement is due to their own abilities, that these abilities will persist over time, and that they will lead to success in many different areas of life. This healthy attributional pattern boosts self-esteem and motivation, encouraging the individual to persist in the face of challenges and maintain a positive outlook on their future.

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reinforcements, humanism highlights the pursuit of self-actualization as the ultimate goal. This perspective views individuals as proactive beings seeking meaning and growth throughout their entire life journey.

48. (A) P-3, Q-1, R-4, S-2
In Kohlberg's theory, stage one reasoning focuses on obeying rules to avoid punishment. Stage three involves seeking social approval and maintaining good interpersonal relationships. Stage five recognizes that laws are social contracts that can be changed for the greater good while protecting individual rights. Stage six represents reasoning based on universal ethical principles of justice and equality. Each stage reflects a progression toward more complex and internalized forms of moral judgment and ethical reasoning.

49. (B) It categorizes individuals into discrete, distinct personality classes.
The type approach to personality seeks to classify individuals into specific categories based on a set of shared characteristics. Unlike the trait approach, which views personality dimensions on a continuous scale, the type approach assumes that people belong to distinct and mutually exclusive groups. Historically, this included systems like the four humors or modern classifications like Type A and Type B patterns. It simplifies personality description by placing individuals into recognizable and broad categories.

50. (A) An intrinsic need for stimulation and information.
Exploratory behavior and curiosity are motivated by an internal drive to seek out new information and experience stimulation from the environment. This type of motivation is intrinsic because the activity itself is rewarding, rather than being driven by the need to satisfy biological deficits or gain external rewards. Organisms engage in exploration to understand their surroundings and maintain an optimal level of arousal, which is essential for cognitive development and adaptation to change.

51. (D) 1, 2, 3, and 4
Psychological science uses several distinct approaches to understand personality. The psychoanalytical approach focuses on the influence of the unconscious, while social learning emphasizes observation and cognition. The trait approach identifies stable behavioral dimensions, and the humanistic approach highlights free will and personal growth. All four descriptions provided accurately reflect the core tenets of these major frameworks. Together, they offer a comprehensive view of how internal and external factors contribute to the formation of human personality.

52. (D) Self-regulation
Self-regulation refers to the internal processes used by individuals to monitor and manage their own thoughts, emotions, and behaviors in order to achieve specific goals. It involves the ability to inhibit impulsive reactions, maintain focus, and adapt one's actions to changing circumstances. This capacity is central to successful personal development and long-term achievement. By regulating their internal states, people can persist through challenges and align their conduct with their personal values and standards.

53. (C) Social inhibition and negative affectivity.
The Type D personality, also known as the "distressed" personality, is characterized by two primary traits: negative affectivity and social inhibition. Individuals with this profile frequently experience negative emotions such as worry, irritability, and sadness, but they tend to hide these feelings in social situations to avoid disapproval. This combination of internal distress and social withdrawal has been linked to increased stress levels and a higher risk of developing chronic health problems, particularly cardiovascular disease.

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54. (B) Buddhist meditation practices.
Mindfulness is a mental practice that involves focusing one's attention on the present moment with a non-judgmental and accepting attitude. Although it is widely used in modern clinical settings to manage stress, its historical roots are found in ancient Buddhist meditation traditions. These practices were designed to cultivate awareness and reduce suffering by observing thoughts and sensations without attachment. Modern psychology has adapted these techniques to help individuals improve their emotional regulation and mental well-being.

40. (A) Activation theory
Lindsley's theory, also known as activation theory, posits that emotion exists on a continuum of physiological arousal. This theory suggests that different emotional states correspond to different levels of activation in the brain, particularly the reticular activating system. Emotions range from a state of low activation, such as sleep, to high activation, such as intense excitement or rage. The focus is on the general level of energy rather than specific emotional labels.

41. (C) Guided Imagery
Guided imagery is a relaxation technique that involves the use of mental visualization to create peaceful and calming internal environments. By focusing on vivid sensory details of a relaxing scene, individuals can reduce their physiological arousal and psychological stress. This process helps the mind disconnect from immediate stressors and induces a state of tranquility. It is often used in clinical settings to help patients manage anxiety and improve their overall emotional well-being.

42. (A) P, R, S, Q
Sigmund Freud developed psychoanalysis in the late nineteenth and early twentieth centuries. Abraham Maslow introduced his hierarchy of needs in the 1940s, marking the rise of humanistic psychology. Julian Rotter's social learning theory and locus of control emerged in the 1950s and 1960s. Lawrence Kohlberg developed his stages of moral development primarily during the late 1950s through the 1970s. This sequence follows the historical progression of these major psychological theories and frameworks.

43. (D) Avoidance-avoidance conflict
An avoidance-avoidance conflict arises when an individual must choose between two options that are both undesirable or negative. Because both alternatives lead to unpleasant outcomes, the person often experiences high levels of stress and a desire to escape the situation entirely. This type of conflict is difficult to resolve because moving away from one undesirable choice typically brings the individual closer to the other, resulting in feelings of being trapped between two evils.

44. (B) George Kelly's Personal Construct Theory.
The cognitive approach to personality focuses on how individuals process information, interpret events, and perceive their world. George Kelly's Personal Construct Theory is a prime example, suggesting that people develop their own mental templates or "constructs" to predict and understand experiences. This differs from trait models that measure stable characteristics or humanistic models focusing on self-growth. Kelly emphasized that our personal interpretations are the primary drivers of our behavior and unique personality.

45. (C) Psychoanalytic therapy
Common stress management strategies include music therapy, stress inoculation training, and yogasana, which all focus on reducing immediate tension or building coping skills. Psychoanalytic therapy, however, is a deep-seated clinical approach focused on exploring the unconscious mind and resolving childhood conflicts. While it may indirectly reduce stress over time, it is categorized as a comprehensive psychotherapeutic system rather than a specific, targeted technique for the daily management of stress and physiological arousal.

46. (A) Both A and R are true and R is the correct explanation of A.
Maslow's theory organizes human needs into a hierarchical structure where basic physiological and safety needs form the foundation. He proposed that higher-level needs, such as self-actualization, only become prominent motivators once the more fundamental requirements are reasonably satisfied. This arrangement implies that our focus moves upward as each level is met. Therefore, the reason provided about the hierarchy's structure directly explains why lower-level needs must be prioritized first in his motivational model.

47. (A) Personal growth, free will, and the potential for self-actualization.
The humanistic approach to motivation emphasizes the inherent goodness of people and their drive toward reaching their full potential. It focuses on the importance of free will, personal agency, and conscious choices in shaping human behavior. Unlike theories that emphasize biological drives or environmental

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that human actions are guided by internal mental processes such as expectations, beliefs, and values. By combining these perspectives, the approach provides a more comprehensive explanation of how both external consequences and internal interpretations work together to drive behavior.

63. (A) Optimism and pessimism
Explanatory style is a cognitive personality variable that reflects how individuals habitually explain the causes of events in their lives. Developed by Martin Seligman, it is a key component of his work on optimism and pessimism. Individuals with an optimistic style attribute setbacks to external and temporary factors, whereas those with a pessimistic style see them as internal and permanent. This concept is crucial for understanding emotional resilience and the risk of developing learned helplessness.

64. (B) Type B behavior pattern
The Type B behavior pattern is characterized by a relaxed, patient, and easy-going approach to life. Unlike Type A individuals, those with a Type B profile do not feel a constant sense of time urgency or competitiveness. They are generally less prone to hostility and can work steadily without becoming overly stressed by deadlines. This personality type is often associated with lower levels of physiological arousal and a reduced risk of stress-related health issues like cardiovascular disease.

65. (B) Help individuals gain voluntary control over involuntary physiological functions.
Biofeedback is a stress management technique that uses electronic monitoring devices to provide real-time information about an individual's physiological states, such as heart rate or muscle tension. By observing this feedback, individuals can learn to recognize the physical signs of stress and use relaxation strategies to consciously alter these responses. The primary purpose is to transform involuntary bodily processes into functions that can be managed voluntarily, thereby reducing the negative physical impacts of chronic stress.

66. (A) Q, S, P, R
Psychoanalysis emerged first in the late nineteenth century with Freud's work. Trait theory, through figures like Gordon Allport, gained prominence in the 1930s. Humanistic psychology, represented by Rogers and Maslow, arose as the "third force" in the 1940s and 1950s. Social learning theory, developed by Bandura and others, became a major influence in the 1960s and 1970s. This chronological order reflects the historical evolution of major psychological frameworks for understanding human personality and behavior.

67. (C) Learning through observation, imitation, and cognitive processes.
Social learning theory posits that personality is developed through the continuous interaction between an individual and their social environment. A central idea is that people learn new behaviors and attitudes by observing others and imitating their actions. This process is mediated by cognitive factors such as attention, memory, and self-efficacy. Unlike radical behaviorism, which focuses only on direct reinforcement, social learning theory highlights how vicarious experiences and internal mental evaluations shape long-term behavioral patterns.

68. (C) A is true but R is false.
Zuckerman's theory accurately states that high sensation seekers are drawn to novel and intense experiences. However, the reasoning provided is incorrect because high sensation seekers are believed to have a higher optimal level of arousal, not a lower one. This means they require more intense environmental stimulation to reach a comfortable and satisfying state of activation. Those with a low optimal level would find such intense experiences overwhelming and would prefer calmer, more predictable environments instead.

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69. (C) Conforming to social rules and expectations of others.
At the conventional level of moral development, individuals make moral judgments based on the standards of their social group and society. The focus is on maintaining positive relationships and seeking social approval, as well as upholding laws and social order. Reasoning at this level shifts from self-interest to a broader perspective of what it means to be a "good" member of society. Morality is defined by adherence to the shared rules that ensure societal stability and harmony.

70. (B) P-4, Q-3, R-2, S-1
The Schachter-Singer theory proposes that emotion results from physiological arousal and a cognitive label. Lazarus emphasizes that cognitive appraisal of a situation must occur first. The Cannon-Bard theory suggests that arousal and emotional experience happen simultaneously. The James-Lange theory posits that emotion is the perception of specific bodily changes. Each of these theories provides a different perspective on the relationship between physiological responses, mental interpretations, and the subjective experience of various emotional states.

71. (D) A spider spinning a web.
In early motivational theories, an instinct is defined as an unlearned, complex, and fixed pattern of behavior that is universal to a species. A spider spinning a web is a classic example because the behavior is biologically programmed and performed correctly without prior experience or learning. In contrast, actions like studying, choosing a meal, or riding a bicycle are all learned behaviors that involve individual choice, cognitive processes, and social influence, which distinguishes them from innate instincts.

72. (A) Approach-approach
An approach-approach conflict occurs when an individual must choose between two goals that are both attractive and desirable. Because both options offer positive outcomes, the person may feel torn between them, leading to a state of internal conflict. While this is generally the least stressful type of conflict, it still requires making a choice and giving up one of the beneficial opportunities. The difficulty lies in the mutual exclusivity of the two appealing alternatives available.

73. (D) 1, 2, 3, and 4
Psychological research has identified several personality patterns linked to health outcomes. Type A is associated with heart disease due to competitiveness and hostility. Type B individuals are characterized by their relaxed and patient nature. Type C refers to people who suppress negative emotions, which has been studied in relation to cancer. Type D involves chronic negative affectivity and social inhibition. All four statements correctly describe these patterns, highlighting how personality can influence an individual's physical well-being and stress levels.

74. (A) Social Learning
Self-regulation is a central concept in the social learning approach, particularly in Albert Bandura's work. It involves the ability of individuals to monitor their own behavior, judge it against personal standards, and provide self-reinforcement or punishment. This process allows people to direct their actions toward long-term goals and resist immediate temptations. By incorporating cognitive processes into the learning framework, social learning theory explains how humans achieve personal agency and maintain consistent behavior across different social situations.

75. (D) Flow
Flow is a psychological state characterized by intense concentration, deep absorption, and a loss of self-consciousness during an activity. It occurs when a person is engaged in a task where their skills are perfectly matched to a high level of challenge. This experience is intrinsically rewarding and leads to feelings of great enjoyment and mastery. Mihaly Csikszentmihalyi identified flow as a key component of optimal human experience, often occurring in sports, creative arts, and complex work.

76. (A) Both Statement I and Statement II are true.
Critics of the humanistic approach often argue that its core concepts, such as self-actualization, are subjective and difficult to measure scientifically. In contrast, the trait approach, particularly the Five-Factor Model, is widely recognized for its strong empirical evidence and its ability to predict behavior across various situations. Both statements reflect the common academic evaluations of these two major psychological frameworks, highlighting the trade-off between the depth of human experience and the precision of scientific measurement.

77. (C) Innate, species-specific behaviors in natural environments.
The ethological approach to motivation focuses on the biological and evolutionary roots of behavior. It emphasizes the study of innate, unlearned patterns that are common to all members of a species and occur in their natural

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habitats. Concepts like imprinting and fixed action patterns are central to this perspective. By examining how these behaviors contribute to survival and reproduction, ethologists highlight the role of genetic programming in determining how organisms respond to specific environmental stimuli.

78. (D) Cognitive reappraisal
Cognitive reappraisal is a coping strategy that involves changing the way an individual perceives or interprets a stressful situation. By re-evaluating a stressor in a more positive or less threatening light, the person can alter its emotional impact and reduce their overall stress level. This technique is a key component of emotion-focused coping and cognitive-behavioral therapy. It empowers individuals to manage their reactions by shifting their internal narrative, rather than only attempting to change the external environment.

79. (A) Have impact, influence, and control over others.
According to David McClelland's theory of needs, the need for power is the desire to exert influence and maintain control over other people or groups. Individuals high in this motive seek positions of authority and enjoy being in charge. This need is not necessarily negative; it can be directed toward personal gain or used for the benefit of an organization or society. It is one of the three primary social motives that McClelland identified as drivers of human behavior.

80. (B) Lazarus's theory suggests that emotional responses occur before any cognitive appraisal of the situation.
Lazarus's cognitive-mediational theory actually proposes the opposite: that cognitive appraisal of a stimulus must precede any emotional response or physiological arousal. He argued that we must first evaluate whether an event is threatening, beneficial, or irrelevant before we can feel an emotion. The other theories are correctly described: James-Lange emphasizes physiology, Cannon-Bard argues for simultaneity, and Schachter-Singer focuses on the combination of arousal and a cognitive label to define the specific emotional experience.

81. (B) A greater emphasis on social and cultural factors in personality development.
The Neo-Freudians, such as Adler, Horney, and Fromm, accepted many of Freud's core ideas but significantly shifted the focus of personality development. They argued that social interactions and cultural influences were more important than innate biological drives and sexual instincts. This contribution expanded psychoanalytic theory to include the impact of the environment and relationships on the formation of the self. They viewed personality as more adaptable and influenced by the person's ongoing social experiences throughout their entire lifespan.

82. (C) 1, 2, 4, and 5
Kohlberg's theory focuses on the reasoning behind moral decisions rather than the actions themselves. He proposed that individuals pass through a universal, sequential series of stages. The theory was initially developed using male participants and highlights that the conventional level is defined by following laws and social norms. However, research suggests that the highest level, post-conventional morality, is not achieved by most adults and varies across cultures. Therefore, only statements one, two, four, and five are accurate.

83. (C) Combining physical postures, breathing exercises, and meditation to calm the mind and body.
Yogasana is a comprehensive stress management technique that works through the integration of the mind and body. It involves performing specific physical postures, practicing controlled breathing, and engaging in meditation. This combination helps to reduce physiological arousal by activating the parasympathetic nervous system and promotes mental tranquility. By focusing on the present physical experience and regulating the breath, practitioners can effectively lower their stress levels and improve their overall sense of physical and emotional balance.

84. (D) Establish, maintain, or restore positive relationships with others.
The need for affiliation, as identified by David McClelland, is a primary social motive that drives individuals to seek out and maintain friendly relationships. People high in this need value social interaction, fear rejection,

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and strive for acceptance within their groups. They often prioritize harmony and cooperation over competition. This motivation is essential for building social support networks and experiencing a sense of belonging, which are critical for emotional well-being and successful functioning in various social environments.

85. (C) Cognitive
The cognitive approach to personality is primarily concerned with how individuals perceive, interpret, and organize information about themselves and the world. George Kelly's Personal Construct Theory is a central part of this approach, proposing that people use unique "personal constructs" to make sense of their experiences. These mental templates act as hypotheses that individuals test against reality. By understanding these constructs, cognitive psychologists can explain why different people react to the same situation in such diverse and unique ways.

86. (A) Both A and R are true and R is the correct explanation of A.
Social Learning Theory posits that human behavior is not merely a reaction to external rewards but is also shaped by internal cognitive processes. Albert Bandura's concept of reciprocal determinism illustrates this by showing that an individual's personal factors, their behavior, and the surrounding environment all interact and influence each other continuously. This framework explains why cognitive elements like expectations and self-beliefs are essential for understanding how people learn and develop their unique personality within a social context.

87. (D) Conceptualization → Skill acquisition and rehearsal → Application and follow-through
Stress Inoculation Training is a cognitive-behavioral intervention that follows a specific three-phase sequence. It begins with conceptualization, where the individual learns to understand their stress responses. This is followed by skill acquisition and rehearsal, where they develop and practice various coping strategies. Finally, the application and follow-through phase involves using these skills in real-life stressful situations. This structured approach helps individuals "inoculate" themselves against the negative effects of stress by building resilience and effective management skills.

88. (P-3, Q-4, R-1, S-2)
Marvin Zuckerman is known for his research on sensation seeking, while Mihaly Csikszentmihalyi developed the concept of flow. Martin Seligman is associated with the study of explanatory styles and optimism, and Julian Rotter proposed the theory of locus of control. These concepts represent major contributions to the study of personality and motivation, focusing on how individual differences in arousal, concentration, attribution, and perceived control influence human behavior and psychological well-being across different situations and life contexts.

89. (C) A general level of physiological and psychological activation or alertness.
Arousal refers to the state of being physiologically and psychologically awake and reactive to stimuli. It involves the activation of the reticular activating system in the brain, as well as the autonomic nervous system. Arousal levels can range from deep sleep to extreme excitement. The Yerkes-Dodson law suggests that there is an optimal level of arousal for performing tasks, where both very low and very high levels can impair efficiency. It is a fundamental component of motivation.

90. (A) Trait theory views characteristics on a continuum, while Type theory uses discrete categories.
The primary distinction between the trait and type approaches lies in how they categorize personality. Trait theory assumes that personality consists of various dimensions, like extraversion, that every person possesses to a certain degree on a continuous scale. In contrast, type theory places individuals into distinct, non-overlapping categories, such as being either an introvert or an extravert. While trait theory provides a more nuanced description of individual differences, type theory offers a simpler way to classify people.

91. (D) Increased activity in the digestive system
During strong emotional arousal, the sympathetic nervous system activates the "fight-or-flight" response, which redirects energy away from non-essential functions. This results in increased heart rate, dilated pupils, and the secretion

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of adrenaline to prepare the body for action. However, digestive activity decreases during this state as resources are diverted to the heart and muscles. Therefore, increased digestive activity is a sign of relaxation and the activation of the parasympathetic system, rather than a correlate of intense emotional arousal.

92. (B) Influence mood, reduce physiological arousal, and serve as a distraction.
Music therapy is a stress management technique that utilizes the emotional and physiological effects of music to promote relaxation. Listening to certain types of music can lower heart rate, reduce cortisol levels, and improve overall mood. Furthermore, music acts as a powerful cognitive distraction, helping individuals shift their focus away from stressful thoughts. By engaging the brain's emotional centers, music therapy provides a non-invasive and effective way to manage the psychological and physical symptoms associated with chronic stress.

93. (C) An internal locus of control.
A person who believes that their own actions and efforts are the primary cause of the events in their life possesses an internal locus of control. According to Julian Rotter, these individuals feel a sense of personal agency and responsibility for their outcomes, whether successful or not. This orientation is often associated with higher levels of motivation, better performance, and more proactive behavior in various areas, including health and career, as they believe they can influence their own future.

94. (B) R, Q, P, S
Maslow's hierarchy of needs begins with physiological requirements at the base, followed by safety needs. Once these are met, individuals seek to satisfy higher-level needs, starting with social belongingness and then moving to esteem needs. The pinnacle of the hierarchy is self-actualization, which represents the fulfillment of one's unique potential. This ascending order reflects Maslow's belief that fundamental survival needs must be addressed before a person can be motivated by the more complex psychological and spiritual goals.

95. (A) Superego
In Sigmund Freud's psychoanalytic theory, the superego is the component of personality that represents internalized moral standards and social values. It acts as the "conscience," judging the ego's actions and producing feelings of guilt when rules are broken or pride when ideals are met. The superego develops during childhood through the internalization of parental and societal expectations. It constantly strives for perfection and morality, often in conflict with the primitive, pleasure-seeking impulses of the id.

96. (B) "I might get caught and punished."
At the pre-conventional level of moral development, reasoning is centered on the immediate physical consequences of an action for the individual. A child at this stage does not yet understand social rules or abstract ethical principles. Instead, their decisions are guided by self-interest and the desire to avoid punishment or gain rewards. Therefore, justifying an action based on the fear of getting into trouble is characteristic of this earliest level of Kohlberg's stages of moral development.

97. (B) 1, 2, and 3 only
Emotion regulation involves the various strategies people use to manage their emotional experiences and expressions, including suppression and cognitive reappraisal. While these processes are often intentional, research shows that emotion regulation can also occur automatically and without conscious awareness. Therefore, the statement claiming it is always a conscious and deliberate process is inaccurate. Effective regulation is essential for social adaptation and mental health, allowing individuals to navigate complex emotional situations by modifying the intensity and duration of their feelings.

98. (A) Attain a high standard of performance and accomplish difficult tasks.
The need for achievement, a concept developed by David McClelland, is the internal drive to excel and succeed in challenging activities. Individuals high in this motive set high standards for themselves, prefer tasks that offer personal responsibility, and value feedback on their performance. They are motivated by the satisfaction of mastering a difficult task rather than by external rewards alone. This need is

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55. (A) Both Statement I and Statement II are true.
Julian Rotter's concept of locus of control distinguishes between internal and external orientations regarding the causes of life events. Individuals with an internal locus of control believe that their own efforts and decisions directly influence their outcomes. In contrast, those with an external locus of control perceive that their lives are shaped by factors outside their control, such as luck, fate, or powerful others. Both statements accurately describe these two fundamental psychological orientations toward life.

56. (A) Canon-Bard theory
The Cannon-Bard theory of emotion proposes that the thalamus serves as a central relay station for emotional stimuli. When an event occurs, the thalamus simultaneously sends information to the cerebral cortex, resulting in the subjective feeling of emotion, and to the autonomic nervous system, causing physiological arousal. This theory argues that these two components happen at the same time rather than one causing the other, which challenged the earlier sequential model of emotion.

57. (C) The influence of unconscious drives, such as Eros and Thanatos.
The psychoanalytical approach, pioneered by Sigmund Freud, suggests that human motivation is primarily driven by unconscious instincts. He identified two fundamental drives: Eros, the life instinct associated with survival and pleasure, and Thanatos, the death instinct associated with aggression and destruction. According to this perspective, our behaviors are often the result of deep-seated conflicts between these drives and the constraints of society. This framework emphasizes how early childhood experiences and repressed desires shape adult motives.

58. (A) The emphasis on concepts like freedom, choice, and the search for meaning.
The existential approach to personality focuses on the unique human experience of being and the search for purpose in life. It highlights the importance of individual freedom and the responsibility that comes with making personal choices. This perspective posits that individuals must create their own meaning in an often indifferent world, confronting existential anxieties through authentic living. Rather than focusing on traits or biological drives, it examines the subjective struggle to achieve a meaningful and responsible existence.

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59. (D) Progressive Muscular Relaxation (PMR)
Progressive Muscular Relaxation is a stress management technique that involves systematically tensing and then releasing specific muscle groups throughout the body. The goal is to help individuals become more aware of physical tension and learn how to achieve a deep state of relaxation by consciously letting go of that tension. By moving from one area to another, such as from the feet to the calves, the practitioner can effectively reduce physiological arousal and improve their overall sense of calm.

60. (B) 1, 3, and 4
In motivation theory, needs refer to biological deficiencies, while drives are the resulting psychological states of tension. Arousal describes the general level of activation within the organism. The motivational cycle is the process that begins with a need and ends with goal attainment. However, incentives are external rewards that pull behavior rather than internal ones that push it, and instincts are innate rather than learned. Therefore, only statements one, three, and four are correct.

61. (C) B. F. Skinner
Neo-Freudians are theorists who were influenced by Sigmund Freud's psychoanalysis but modified his ideas to emphasize social and cultural factors over biological drives. Alfred Adler, Karen Horney, and Carl Jung are all prominent members of this group. B.F. Skinner, however, was a radical behaviorist who focused exclusively on observable behavior and environmental reinforcement. He rejected the study of internal mental states or the unconscious, making him distinct from the psychoanalytic and Neo-Freudian traditions.

62. (D) Behaviorism and cognitive psychology.
The S-R Cognitive approach to motivation represents an integration of behaviorist principles and cognitive psychology. It acknowledges that behavior is influenced by environmental stimuli and reinforcement, which are core concepts of behaviorism. However, it also emphasizes

106. (A) Both A and R are true and R is the correct explanation of A.
The Cannon-Bard theory was developed as a direct challenge to the James-Lange theory, arguing that physiological responses are too slow and non-specific to be the sole cause of distinct emotions. Cannon and Bard proposed that the thalamus relays emotional stimuli to both the cortex and the autonomic nervous system simultaneously. This model explains why we experience the subjective feeling of emotion and physical arousal at the same time, providing a more comprehensive account of the emotional process.

107. (D) The sensation of hunger.
In the motivational cycle, a drive is the psychological state of tension or arousal that arises from a biological need. While a lack of food represents the physical need, the sensation of hunger is the resulting drive that compels the organism to act. This internal tension energizes goal-directed behaviors, such as searching for food, until the goal is achieved and the need is satisfied. This distinction is fundamental for understanding how physiological deprivations are translated into psychological motivation.

108. (B) Locus of control
Locus of control is a personality dimension that describes how people perceive the source of control over their lives. Individuals with an internal locus of control believe that their own actions and decisions are the primary drivers of their outcomes. Conversely, those with an external locus of control believe that external factors like luck, fate, or powerful others determine what happens to them. This concept is central to understanding individual differences in motivation, resilience, and behavioral choices across various situations.

109. (A) P-3, Q-4, R-1, S-2
In Freudian theory, the id is the primitive part of the mind that seeks immediate pleasure. The ego is the rational component that mediates between the id and reality. The superego represents the moral standards and conscience. Libido is the basic psychic energy that powers these components. Together, these four concepts form the structural and dynamic foundation of the psychoanalytic model of personality, explaining how internal conflicts and psychic energy drive human behavior and development.

110. (D) Stress Inoculation Training
Stress Inoculation Training is a cognitive-behavioral technique that helps individuals build resilience by preparing them to handle future stressors. It involves learning to recognize the early signs of stress and developing a set of effective coping skills, such as relaxation and cognitive restructuring. By practicing these skills in controlled environments, individuals become better equipped to manage real-life challenges. This proactive approach "inoculates" the person against the negative effects of stress, much like a vaccine protects against a physical disease.

111. (A) Good Boy-Good Girl and Law and Order
The conventional level of Kohlberg's moral development theory consists of two stages: Good Interpersonal Relationships and Maintaining Social Order. In the first stage, moral decisions are driven by the desire for social approval and being seen as a "good" person. In the second stage, the focus shifts to a duty to uphold laws and maintain the social system for its own sake. Both stages emphasize conforming to the expectations of others and adhering to societal rules and norms.

112. (B) Satisfying their own needs in a way that aligns with environmental opportunities and demands.
Motivational competence is the ability to navigate one's environment effectively to achieve personal goals and satisfy needs. It involves a realistic assessment of the resources and constraints present in a given situation, as well as the capacity to adjust one's behavior accordingly. An individual with high motivational competence is able to select and pursue aims that are both personally meaningful and achievable within their social and physical context, leading to greater success and overall satisfaction in their life.

113. (B) Personality is a product of the dynamic interaction between biological and socio-cultural factors.
Modern psychology recognizes that personality is not determined by any single factor alone. Instead, it results from the complex and continuous interaction between an individual's

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biological predispositions, such as genetics and temperament, and their socio-cultural environment, including family upbringing and cultural norms. These two sets of influences work together throughout the lifespan to shape behavioral patterns and traits. This interactionist perspective allows for a more comprehensive and accurate understanding of the diverse factors that contribute to the development of unique personalities.

114. (A) Maslow's hierarchy of needs.
Abraham Maslow's hierarchy of needs is a central model in the humanistic approach to motivation. It proposes that humans are driven by a series of needs arranged in a hierarchy, from basic survival requirements to the pursuit of self-actualization. This perspective emphasizes the innate drive toward personal growth and the realization of one's full potential. Unlike behaviorist or psychoanalytic theories, Maslow's work highlights the proactive and positive aspects of human nature, focusing on the healthy development of the individual.

115. (C) Stress is the psychological and physiological response, while a stressor is the external or internal event that causes it.
In psychology, it is important to distinguish between the cause and the effect in the stress process. A stressor is any event, situation, or stimulus that is perceived as challenging or threatening, such as a difficult exam or a major life change. Stress, on the other hand, is the individual's psychological and physiological response to that stressor. This includes feelings of tension and anxiety, as well as bodily changes like increased heart rate and the release of stress hormones.

116. (D) 1, 2, 3, and 4
All four statements accurately describe the central themes of major personality theories. The existential approach focuses on the search for meaning, while cognitive theories emphasize the role of personal interpretations. Transpersonal psychology explores transcendent experiences, and the humanistic approach highlights the importance of the self-concept for personal development. Each of these perspectives offers a unique lens for understanding the complex nature of human personality, focusing on different aspects of thought, experience, and the pursuit of individual and spiritual growth.

117. (C) Type D personality
The Type D personality, characterized by negative affectivity and social inhibition, describes individuals who frequently experience negative emotions but tend to hide them from others to avoid disapproval. This pattern often leads to chronic stress and feelings of anxiety or worry. Research has linked the Type D profile to a variety of poor health outcomes, particularly cardiovascular issues, because these individuals may experience prolonged physiological arousal without the benefit of social support or effective emotional expression in their lives.

118. (B) Flow
Flow is a psychological state of total immersion and focused attention in an activity that provides a balance between high challenge and high skill. When in this state, individuals often lose their sense of self and time, experiencing a deep sense of enjoyment and mastery. This "in the zone" experience is intrinsically rewarding, meaning the activity itself is the goal. Mihaly Csikszentmihalyi's research on flow has been influential in understanding optimal performance in various fields, from sports to creative work.

119. (D) Behavior is a function of both environmental stimuli and the individual's expectations about the outcomes.
The S-R Cognitive approach to motivation integrates the behavioral focus on external stimuli with the cognitive emphasis on mental processes. It posits that behavior is not just a reflexive response to the environment but is also guided by an individual's expectations and the value they place on certain outcomes. This means that people are motivated to act when they believe their actions will lead to desirable results. This perspective provides a more comprehensive understanding of how learning and thinking interact to drive behavior.

120. (A) James-Lange theory
The James-Lange theory of emotion proposes that the subjective experience of an emotion is our perception of our body's physiological responses to an event. According to this theory, when we encounter a stimulus, our body reacts first with

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specific changes in heart rate, muscle tension, or other autonomic functions. We then interpret these physical changes as a specific emotion. This model emphasizes that physiological feedback is the primary cause of our feelings, suggesting that without bodily reactions, there would be no emotion.

121. (C) Expectancy and reinforcement value, leading to locus of control.
Julian Rotter's social learning theory of personality focuses on how people's expectations and the value they place on rewards determine their behavior. A central concept in his theory is locus of control, which describes whether individuals believe their outcomes are the result of their own actions or external forces. This orientation influences how people learn from their experiences and how much effort they put into achieving their goals, making it a critical factor for understanding individual differences in motivation and personality development.

122. (A) Q, S, R, P
Kohlberg's theory of moral development follows a specific sequence. It begins with the punishment and obedience orientation in the pre-conventional level. This is followed by the "good boy-good girl" orientation, which is the first stage of the conventional level, and then the "law and order" orientation. Finally, reasoning moves to the post-conventional level, starting with the social contract orientation. This progression reflects an increasing ability to move from self-interest toward social conformity and eventually toward abstract ethical principles.

123. (D) Self-regulation
Self-regulation is the capacity to manage one's own impulses, emotions, and behaviors in order to achieve long-term goals. A key component of this process is the ability to delay gratification, which involves resisting immediate rewards for the sake of better outcomes in the future. This skill is essential for successful functioning in many areas of life, including academics, health, and social relationships. By exercising self-control, individuals can align their actions with their personal standards and aspirations, even when faced with distractions.

124. (B) Pleasure principle
In Sigmund Freud's psychoanalytic theory, the id is the most primitive part of the personality and is present from birth. It operates according to the pleasure principle, which demands immediate satisfaction of all instinctual needs and desires. The id does not consider social rules, morality, or reality; it only seeks to avoid pain and maximize pleasure. This primitive drive serves as the primary source of psychic energy, which is later channeled and managed by the ego and the superego.

125. (C) Self-efficacy
The motivational cycle consists of several stages that describe the process of being motivated toward a goal. It begins with a need, which creates a drive, leading to goal-directed behavior. The cycle concludes with the achievement of the goal and the subsequent reduction of the initial drive. While self-efficacy, or the belief in one's ability to succeed, is an important factor in motivation, it is not a structural component of the basic motivational cycle itself.

126. (D) Mindfulness
Mindfulness is a meditation practice that involves focusing one's attention on the present moment with a non-judgmental and accepting attitude. It encourages individuals to observe their thoughts, sensations, and emotions as they arise without trying to change or criticize them. This technique helps to reduce stress and improve emotional regulation by fostering a sense of calm and mental clarity. By staying present, practitioners can gain better awareness of their internal states and learn to respond more effectively to stressful situations.

127. (A) Both A and R are true and R is the correct explanation of A.
Martin Seligman's concept of explanatory style highlights how our interpretations of life events significantly influence our motivation and emotional health. An optimistic explanatory style, which views setbacks as external, temporary, and specific, promotes resilience and persistent effort. Conversely, a pessimistic style can lead to learned helplessness and decreased motivation. Therefore, the reason provided about the optimistic style's characteristics directly explains why explanatory style has such a profound impact

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where behavior is driven by external factors such as money, grades, or social approval.

157. (C) A genetic predisposition towards high reactivity or neuroticism.
Biological determinants of personality are the internal, physiological factors that an individual is born with or that develop through biological processes. A genetic predisposition toward specific temperamental traits, such as high reactivity or neuroticism, is a clear example of how biological inheritance shapes behavior. These innate factors establish the baseline for personality, influencing how an individual responds to their environment. This contrasts with socio-cultural factors like parenting or cultural norms, which are external influences that shape personality through experience.

158. (D) 1, 2, 3, and 4
All four techniques listed are established strategies for managing stress. Breathing exercises help regulate the autonomic nervous system. Progressive muscular relaxation focuses on reducing physical tension through a systematic muscle-group sequence. Guided imagery uses the power of visualization to induce a state of calm. Mindfulness promotes non-judgmental awareness of the present moment. Each technique provides a different approach to reducing physiological arousal and improving mental well-being, allowing individuals to select the method that best suits their needs.

159. (A) Ego
In Sigmund Freud's psychoanalytic model, the id operates on the pleasure principle, seeking immediate gratification of all instinctual desires. In contrast, the ego operates on the reality principle, which involves considering the constraints of the external world and finding socially acceptable ways to satisfy the id's demands. While the id is primitive and impulsive, the ego is rational and strategic, serving as the mediator that ensures the individual's behavior remains practical and aligned with reality.

160. (B) Sensation seeking
Sensation seeking is a personality trait characterized by the pursuit of novel, varied, complex, and intense experiences. According to Marvin Zuckerman, individuals who score high on this trait are drawn to activities like scuba diving or fast driving that provide high levels of stimulation. This tendency is believed to be rooted in individual differences in the optimal level of arousal, with high sensation seekers requiring more environmental input to achieve a satisfying state of physiological activation.

161. (B) Approach-approach conflict
An approach-approach conflict arises when an individual must choose between two goals that are both positive and desirable. Because the person is attracted to both options but can only choose one, they experience a state of internal conflict. This is generally the least stressful type of conflict since any choice leads to a favorable outcome. However, the mutual exclusivity of the appealing alternatives still requires a decision process that can cause temporary hesitation and a sense of loss.

162. (C) Q, R, P
The James-Lange theory of emotion follows a specific sequence of events. It begins with the perception of an emotion-arousing stimulus, which then triggers a set of physiological responses and bodily changes. Finally, the individual perceives these physical reactions and interprets them as a subjective emotional experience. This model suggests that we do not feel fear until we notice our heart pounding and our body trembling, emphasizing that physiological feedback is the prerequisite for experiencing various emotions.

163. (C) Unconscious conflicts and sublimated drives from childhood.
The psychoanalytical approach to motivation, founded by Freud, suggests that our adult choices and behaviors are deeply influenced by unconscious forces and early childhood experiences. This perspective posits that professional interests may be a way of sublimating, or redirecting, repressed instincts and resolving internal conflicts in a socially acceptable manner. Instead of being driven by conscious calculation or self-actualization, career choices are seen as manifestations of the ongoing struggle between primal desires and the demands of reality and the superego.

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and collective experiences in the development of human personality.

135. (D) Abstract principles and individual rights.
At the post-conventional level of moral development, individuals move beyond following laws and social norms for their own sake. Instead, their moral reasoning is based on abstract principles of justice and human rights. They recognize that while laws are generally important for social order, they may sometimes conflict with ethical principles. At this stage, individuals follow their internal conscience and strive to uphold universal values, even if it means challenging existing social rules or conventions.

136. (B) Both Statement I and Statement II are false.
The S-R Cognitive approach to motivation is defined by its integration of stimulus-response learning with mental processes. It does not ignore cognitive elements; instead, it emphasizes the roles of expectations, values, and beliefs in driving behavior. Therefore, both statements are incorrect because the approach specifically considers how our thoughts and interpretations of the environment influence our motivation. This integration allows for a more comprehensive explanation of human behavior than either a purely behaviorist or purely cognitive approach alone.

137. (C) Intrapersonal-interpersonal
In psychology, conflict is typically categorized based on the nature of the choices an individual faces. Common types include approach-approach, avoidance-avoidance, and approach-avoidance conflicts. These describe internal dilemmas within a person. While "intrapersonal" refers to internal conflicts and "interpersonal" refers to conflicts between people, combining them into a single type is not a standard classification in the study of motivation and stress. Standard theories focus on the direction and valence of the goals involved in the individual's decision-making process.

138. (D) 1, 2, 3, and 4
All four descriptions provided accurately reflect the core focus of major approaches to motivation. The psychoanalytical approach investigates unconscious drives, while ethology focuses on innate behaviors. The humanistic perspective highlights personal growth and self-actualization, and the S-R Cognitive approach integrates learning with mental expectations. Together, these theories provide a comprehensive understanding of the diverse biological, social, and cognitive factors that energize and direct human behavior toward different goals and levels of achievement.

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139. (D) complex and species-specific; flexible and related to physiological needs
In motivation theory, instincts are traditionally seen as complex, unlearned, and fixed patterns of behavior that are universal to a species. Drives, however, are more flexible and arise from physiological needs, such as hunger or thirst, creating internal tension that compels action. While instincts are biologically programmed for specific responses, drives energize a variety of behaviors to restore homeostasis. This distinction highlights the difference between rigid, species-wide behaviors and more adaptable responses driven by internal physical states.

140. (B) Alfred Adler - Inferiority Complex
Alfred Adler, a key Neo-Freudian, developed the concept of the inferiority complex to describe the feelings of inadequacy that individuals strive to overcome through a process of compensation. This striving for superiority is the primary motivator in his theory of individual psychology. While other Neo-Freudians like Jung and Horney also made significant contributions, matching Adler with the inferiority complex is correct. Jung is associated with the collective unconscious, and Horney is known for her work on basic anxiety.

141. (C) Arousal or activation, from sleep to intense excitement
Lindsley's activation theory of emotion proposes that all emotional states exist on a single continuum of physiological arousal. This activation is primarily controlled by the reticular activating system in the brain. According to this model, emotions are not distinct categories but rather different levels of energy, ranging from low states like deep sleep or boredom to high states like extreme terror or rage. This perspective emphasizes the general level of arousal rather than the specific labels used to describe emotions.

Existential psychology focuses on choice and meaning. However, the fifth statement is incorrect because trait theories, like the Big Five, are primarily descriptive, focusing on identifying and measuring existing characteristics rather than explaining their origins. Therefore, only the first four statements provide an accurate overview of these diverse theoretical frameworks in the study of human personality.

172. (B) Amygdala
The amygdala is a small, almond-shaped structure in the brain's limbic system that plays a critical role in the processing of emotions, especially fear and aggression. It acts as an early warning system, detecting threatening stimuli in the environment and triggering the appropriate emotional and physiological responses. While other brain regions like the thalamus and hippocampus are also involved in the emotional circuit, the amygdala is the primary center for the acquisition and expression of fear-related responses and memories.

173. (C) Autotelic (enjoyable for its own sake).
Flow is most likely to be experienced when an activity is autotelic, meaning it is performed for its own sake because it is inherently rewarding and enjoyable. In this state, the person is fully immersed in the task, driven by intrinsic interest rather than the hope for external rewards. The balance between a high level of challenge and the person's high skill level facilitates this deep absorption. This experience of flow represents optimal human functioning and is associated with creativity and peak performance.

174. (D) Type C
The Type C personality profile is characterized by a tendency to be unassertive, overly cooperative, and prone to suppressing negative emotions, especially anger. Individuals with this profile often prioritize social harmony over their own needs and internalize their distress. Historically, research has explored the link between this behavioral pattern and an increased risk for cancer, suggesting that chronic emotional suppression may have negative effects on the body's immune system and its ability to handle physical illness and stress.

175. (A) Both Statement I and Statement II are true.
Self-regulation is the fundamental capacity to monitor and control one's own behaviors, thoughts, and emotions to align with personal goals and standards. This involves the ability to resist immediate temptations and override impulsive reactions. When self-regulation fails, individuals may struggle with behaviors such as procrastination or impulsive spending, as they are unable to maintain the self-control needed for long-term well-being. Both statements accurately describe the nature and importance of self-regulation and the consequences of its impairment in daily life.

176. (B) Lazarus and Folkman's Transactional Model
Lazarus and Folkman's transactional model of stress emphasizes that stress is not just about the external event itself, but rather the result of an ongoing interaction between the individual and the environment. A key component of this model is appraisal: first, evaluating whether a situation is a threat (primary appraisal), and second, assessing whether one has the resources to cope with that threat (secondary appraisal). This perspective highlights the role of individual perception and interpretation in determining the stress experience.

177. (B) Innate behavioral patterns like imprinting and fixed action patterns.
The ethological approach to motivation focuses on the evolutionary basis of behavior and the study of unlearned patterns common to a species. Konrad Lorenz's research highlighted concepts like imprinting, which is the rapid and permanent learning that occurs during a critical period, and fixed action patterns, which are automatic, stereotypical behaviors triggered by specific environmental cues. This perspective emphasizes that much of our motivation and behavior is rooted in biological programming designed to ensure survival and reproductive success in natural environments.

178. (A) Being both drawn to and repelled by a single option.
An approach-avoidance conflict occurs when a single goal or object has both attractive and repulsive qualities, causing an individual to be simultaneously drawn toward it and pushed away. This type of conflict is unique because it

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the Cannon-Bard theory suggests simultaneity. The Schachter-Singer theory highlights the combination of arousal and a cognitive label, and Lazarus's theory proposes that cognitive appraisal must precede the emotional experience. These theories represent the historical and conceptual evolution of how psychologists understand the complex relationship between our thoughts, bodily responses, and the subjective feelings that we identify as emotions.

150. (B) Often did little more than name behaviors without explaining them.
Early instinct theories of motivation were criticized because they relied on circular reasoning, often simply labeling a behavior as an instinct without explaining why it occurred or its underlying mechanisms. This descriptive approach failed to provide a scientific understanding of motivation and led to an ever-growing list of "instincts" that lacked empirical support. Critics argued that these theories ignored the vital role of learning and environmental factors, eventually leading to the development of more comprehensive drive and incentive theories.

151. (B) P-2, Q-1, R-4, S-3
Type A personality is characterized by competitiveness and time urgency. Type B individuals are more relaxed and patient. Type C refers to those who are unassertive and suppress their negative emotions. Type D personality involves chronic negative affectivity and social inhibition. Each of these profiles represents a different way individuals respond to stress and interact with their environment, with various implications for their long-term physical health and psychological well-being across different situations.

152. (A) Self-efficacy
Self-efficacy, a concept central to Albert Bandura's social learning theory, is an individual's belief in their own capability to successfully perform the actions required to achieve a specific goal. This belief influences how people approach challenges, how much effort they exert, and how long they persist in the face of obstacles. High self-efficacy leads to greater resilience and motivation, while low self-efficacy can result in avoidance of difficult tasks and a higher susceptibility to stress and failure.

153. (C) Reduction of arousal / Achievement of goal
The motivational cycle describes the process of motivation from the initial state of deprivation to the final resolution. It begins with a need, which creates a drive and leads to goal-directed behavior. The final step is the achievement of the goal, which satisfies the need and results in a reduction of the internal arousal or tension. This process restores homeostatic balance within the individual, until a new need arises and initiates the cycle once again.

154. (A) The struggle to find meaning and purpose in life.
The existential approach to personality focuses on the fundamental human experience and the inherent search for meaning in an often unpredictable world. Thinkers like Rollo May and Viktor Frankl emphasized that individuals must take responsibility for their own choices and strive to live authentically. This perspective highlights the struggle with existential anxiety and the importance of finding personal purpose to overcome despair. It examines the lived reality of human existence rather than focusing on traits or biological drives.

155. (A) Both Statement I and Statement II are true.
Lazarus's cognitive-mediational theory of emotion posits that the same event can lead to different emotional experiences because individuals interpret that event in unique ways. This process, known as cognitive appraisal, involves evaluating the significance of a situation for one's own well-being. Because appraisals are subjective and based on personal beliefs and experiences, they determine the specific emotional response that follows. Therefore, both statements accurately describe the central role of appraisal in Lazarus's explanation of how emotions are generated.

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156. (B) Intrinsic motivation
Intrinsic motivation refers to the internal drive to engage in an activity simply because it is interesting, enjoyable, and personally rewarding. When individuals are intrinsically motivated, they perform a task for its own sake rather than to earn an external reward or avoid punishment. This type of motivation is associated with high levels of creativity, persistence, and overall well-being. It contrasts with extrinsic motivation,

142. (D) Cognitive Reappraisal
Cognitive reappraisal is a proactive emotion regulation strategy that involves changing the way an individual interprets a situation to alter its emotional impact. By re-evaluating an event in a more positive or less threatening light, the person can effectively manage their emotional response before it becomes overwhelming. This technique is considered a highly adaptive way to handle stress and negative emotions, as it addresses the cognitive source of the feeling rather than just trying to suppress the physical expression.

143. (A) A high salary offered for a job.
An incentive is an external stimulus or reward that has the capacity to motivate and pull an individual toward a specific behavior. A high salary is a classic example of a tangible incentive that encourages a person to seek and perform well in a job. This differs from internal drives, such as thirst or the need for sleep, which push an organism to satisfy a biological requirement. Incentives rely on the individual's evaluation and anticipation of the reward's value.

144. (B) Humanistic
Carl Rogers was a founding figure of the humanistic approach to psychology. His theory of personality emphasizes the inherent drive toward self-actualization and the importance of an individual's self-concept. Rogers believed that people are fundamentally good and strive for growth, provided they receive unconditional positive regard from others. This perspective focuses on conscious experience, free will, and the subjective reality of the individual, contrasting with the deterministic views of psychoanalysis and the external focus of behavioral theories.

145. (A) Both A and R are true and R is the correct explanation of A.
Biofeedback is an effective stress management technique because it bridges the gap between the mind and involuntary physiological functions. By providing real-time data on bodily states like heart rate or blood pressure, individuals can observe how their thoughts and relaxation techniques affect their physical responses. This awareness allows them to learn how to consciously regulate functions that were previously automatic. Therefore, the reason provided about the mechanism of real-time information accurately explains why biofeedback is successful in managing physiological symptoms.

146. (A) Intrinsic motivation, related to curiosity and exploratory behavior
Intrinsic motivation occurs when an individual engages in an activity for its own sake, out of genuine interest and personal satisfaction. A student who studies because they enjoy the material is driven by this internal form of motivation. This is closely related to curiosity and exploratory behavior, where the primary reward is the acquisition of knowledge or the experience of the activity itself. This contrasts with extrinsic motivation, where the behavior is performed to gain an external reward or avoid punishment.

147. (C) Zuckerman - Self-regulation
The pairing of Marvin Zuckerman with self-regulation is incorrect. Zuckerman is primarily known for his extensive research on the personality trait of sensation seeking, which involves the pursuit of novel and intense experiences. Self-regulation is a broader concept that involves managing one's own behaviors and emotions to achieve goals, and it is not uniquely associated with Zuckerman's specific framework. The other pairings correctly identify Rotter with locus of control, Seligman with explanatory styles, and Kohlberg with moral development stages.

148. (D) Conceptualization, Skills Acquisition, and Application
Stress Inoculation Training is a structured cognitive-behavioral intervention designed to help individuals manage stress by building resilience. It consists of three key phases: conceptualization, where the person learns about stress; skills acquisition, where they develop specific coping techniques like relaxation or cognitive restructuring; and application, where they practice these skills in increasingly difficult situations. This process "inoculates" the individual against future stress by providing them with a repertoire of effective tools and the confidence to use them successfully.

149. (C) 1, 2, 3, and 4
All four descriptions correctly summarize major theories of emotion. The James-Lange theory emphasizes physiology causing emotion, while

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164. (C) Mental processes, such as thoughts, beliefs, and interpretations
The cognitive approach to personality emphasizes that human behavior is not merely a reaction to external stimuli or unconscious drives. Instead, it is shaped by the way individuals process information and interpret their experiences. Our thoughts, beliefs, and expectations act as the primary determinants of our actions and emotions. By focusing on these internal mental processes, cognitive psychologists can explain why different people react to the same situation in unique ways based on their individual perceptions and cognitive schemas.

165. (A) Both A and R are true and R is the correct explanation of A.
Kohlberg's theory of moral development emphasizes the fixed and hierarchical nature of its stages. He proposed that individuals must progress through each stage in a specific order because each new level represents a more complex and inclusive way of reasoning that builds upon the previous one. Because these stages are invariant and cannot be skipped, the sequence is considered more significant than the age at which a person reaches a particular stage. Therefore, the reason directly explains the importance of the sequence.

166. (B) Patience
The Type A behavior pattern is defined by a set of characteristics that include extreme competitiveness, a strong sense of time urgency, and a tendency toward hostility and impatience. These individuals often feel a constant drive to achieve more in less time and are easily frustrated by delays or interruptions. Patience, on the other hand, is a hallmark of the Type B personality, which is characterized by a more relaxed, easy-going, and less competitive approach to life and tasks.

167. (D) External, unstable
According to Martin Seligman's attribution model, explaining a success as being due to "luck" represents an external and unstable attribution. It is external because luck is an environmental factor outside of the individual's control, and it is unstable because luck is a temporary condition that may not occur again in the future. This type of attribution for success is characteristic of a less optimistic style, as it does not credit the individual's own permanent abilities for their positive outcomes.

168. (A) P-4, Q-2, R-1, S-3
In the study of motivation, a drive is an internal state of tension, while a need is a biological requirement. An incentive is an external reward that pulls behavior toward a goal. An instinct is a fixed, unlearned pattern of behavior common to a species. Each of these concepts represents a different facet of what energizes and directs behavior, from innate biological programs and internal states of deficiency to the influence of external environmental goals and rewards.

169. (C) Humans have an innate tendency towards growth and self-actualization.
The humanistic approach to personality is based on the belief that individuals possess an inherent drive toward personal growth and the fulfillment of their unique potential. This core principle, emphasized by Rogers and Maslow, suggests that humans are naturally inclined to become the best versions of themselves, a process known as self-actualization. This perspective focuses on the positive aspects of human nature, emphasizing free will, conscious choices, and the importance of the individual's subjective experience in shaping their personality.

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170. (A) Kohlberg - Moral development
Lawrence Kohlberg is the theorist most famously associated with the study of moral development, having proposed a comprehensive six-stage theory of how moral reasoning evolves from childhood into adulthood. While the other listed individuals are prominent psychologists, they are matched with incorrect areas: Rotter is known for locus of control, Zuckerman for sensation seeking, and Seligman for explanatory style and positive psychology. Kohlberg's work remains the foundational model for understanding the cognitive and social processes involved in making moral judgments.

171. (C) 1, 2, 3, and 4
The first four statements correctly describe major contributions to personality theory. Neo-Freudians emphasized social factors, Bandura introduced self-efficacy, and transpersonal psychology explores transcendent states.

on an individual's psychological well-being and ability to cope with challenges.

128. (B) 2, 4, and 5
Several statements accurately reflect findings in stress research. Type A behavior is a recognized predictor of cardiovascular disease due to its link to hostility and stress. Conflicts between goals are also major sources of psychological stress. Additionally, guided imagery is an effective relaxation technique that uses mental visualization. However, stress is not purely psychological as it has significant physiological effects, and biofeedback focuses on involuntary rather than voluntary processes. Therefore, only the second, fourth, and fifth statements provide correct information.

129. (B) Canon-Bard theory
The Cannon-Bard theory of emotion proposes that the subjective experience of an emotion and the accompanying physiological arousal occur simultaneously and independently. According to this model, an emotion-arousing stimulus triggers the brain, which then sends separate signals to the cortex, resulting in the feeling of emotion, and to the autonomic nervous system, causing physical reactions. This theory challenged the idea that physiological changes must precede emotional feelings, suggesting instead that both are triggered by the same neural processes.

130. (A) David McClelland
David McClelland's theory of motivation identified three key social needs that drive human behavior: the need for achievement, the need for affiliation, and the need for power. The need for affiliation specifically refers to the desire to establish and maintain friendly, warm relationships with others. McClelland believed that these needs are learned through life experiences and vary in strength among individuals, influencing their performance and social interactions in different contexts, particularly in organizational and achievement-oriented settings.

131. (B) P-3, Q-4, R-1, S-2
The transpersonal approach focuses on spiritual development and transcendent experiences beyond the ego. The existential approach emphasizes individual freedom, responsibility, and the search for meaning. The cognitive approach is concerned with personal constructs and mental schemas used to interpret the world. Social learning theory highlights the roles of observational learning and self-efficacy. Each of these perspectives offers a distinct framework for understanding how different internal and social factors contribute to the formation and expression of human personality.

132. (D) The impact of societal norms, family, and culture on the formation of personality.
Socio-cultural determinants of personality refer to the various external influences that shape an individual's behavior and traits through social interactions. This includes the values and norms of the culture in which a person is raised, the specific parenting styles they experience, and the broader social structures they navigate. These factors provide the context for social learning and the development of self-identity. By studying these determinants, psychologists can understand how environment and society contribute to individual differences.

133. (C) Physiological and psychological activation and alertness.
Arousal is a general state of activation in the nervous system that prepares an organism for action. It involves both physiological changes, such as increased heart rate and brain wave activity, and psychological changes, such as heightened alertness and attention. Arousal levels can fluctuate throughout the day, ranging from low levels during sleep to high levels during periods of intense stress or excitement. Maintaining an optimal level of arousal is essential for efficient performance and emotional well-being.

134. (B) Carl Jung
Carl Jung was a prominent Neo-Freudian who expanded psychoanalytic theory by introducing the concept of the collective unconscious. This part of the mind contains universal, inherited images and symbols called archetypes, which are shared by all humans across different cultures. Jung believed that these archetypes, such as the hero or the mother, influence how individuals perceive and respond to the world. His theory emphasizes the importance of both individual

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centers on one choice rather than two different alternatives. As the individual moves closer to the goal, the negative aspects often become more prominent, leading to hesitation, stress, and vacillation as they struggle to decide if the benefits outweigh the drawbacks.

179. (C) Behavioral Genetics
While psychoanalytical, Neo-Freudian, and social learning are all established theoretical approaches used to study and explain the structure and development of personality, behavioral genetics is a field of study rather than a primary personality approach. It investigates the relative influence of genes and environment on individual differences in traits, often using twin and adoption studies. While it provides vital data for understanding personality, it does not function as a standalone descriptive or developmental approach like the other frameworks listed.

180. (D) A component of the James-Lange Theory
The idea that we experience emotion as a result of perceiving our own physiological responses and behaviors is a central component of the James-Lange theory. According to this model, bodily changes occur first in response to a stimulus, and the subsequent awareness of these physical reactions is what we identify as the feeling of emotion. This "I am trembling, therefore I am afraid" sequence highlights the belief that physiological feedback from the body is the necessary foundation for our subjective emotional states.

181. (C) Tasks that are moderately challenging and provide clear feedback.
Individuals with a high need for achievement (nAch) are most motivated by tasks that offer a moderate level of challenge. These tasks provide a sense of accomplishment without the high risk of failure associated with very difficult tasks or the boredom of very easy ones. Additionally, these individuals value clear and immediate feedback, which allows them to track their progress and experience the satisfaction of mastery. This preference is a hallmark of the achievement-oriented personality described by David McClelland.

182. (D) 1, 2, 3, and 4
All four statements accurately define fundamental concepts in the study of motivation. A need represents a biological deficiency, while a drive is the resulting psychological state of tension that energizes behavior. An incentive is an external reward that pulls an organism toward a goal, and arousal describes the general level of physiological and psychological activation. Together, these terms form the basic vocabulary for understanding why and how organisms are motivated to act, maintain internal balance, and pursue various environmental goals.

183. (A) Both A and R are true and R is the correct explanation of A.
The Schachter-Singer two-factor theory proposes that emotional experience is a combination of physiological arousal and a cognitive label. Their classic experiment demonstrated this by showing that participants who felt physiological arousal (from an epinephrine injection) interpreted that arousal based on the social context provided by a confederate's behavior. This evidence supports the assertion that our cognitive interpretation of internal states is what defines the specific emotion we feel. Therefore, the reason provided about the experiment directly explains and justifies the theory.

184. (A) Conventional
The 'law and order' orientation is the fourth stage in Kohlberg's theory of moral development and is part of the conventional level. At this stage, individuals believe that morality is defined by a duty to uphold laws and maintain the social system for the benefit of everyone. Reasoning is focused on following societal rules to ensure order and stability. This stage follows the stage of seeking social approval and represents an expansion of the individual's perspective from small social groups to society as a whole.

185. (B) Erik Erikson
Erik Erikson developed a comprehensive theory of psychosocial development that describes personality as evolving through eight sequential stages across the entire lifespan. Each stage involves a specific psychological crisis that must be resolved, such as trust versus mistrust or identity versus role confusion. The way an individual navigates these crises influences their personality

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individuals interpret their world through personal constructs. Finally, Albert Bandura's social learning theory highlights the roles of observational learning and the interaction between the individual and their environment. This progression moves from deep internal motives toward more social and cognitive explanations of behavior.

214. (B) Vicarious learning and observation
A central tenet of social learning theory is that personality is significantly shaped through the process of vicarious learning. This means that individuals do not need to experience every situation directly to learn; they can acquire new behaviors, attitudes, and emotional responses by observing the actions of others and the consequences that follow. This process of modeling and imitation, combined with cognitive factors like memory and self-efficacy, allows people to develop complex behavioral patterns and adapt to their social environment effectively over time.

215. (D) The general level of energy and alertness of the organism.
Arousal is a motivational concept that refers to the degree of physiological and psychological activation within an individual. It describes the general level of energy, alertness, and reactivity of the nervous system at any given moment. Levels of arousal can range from the low activation of deep sleep to the high activation of intense excitement or anxiety. This general state of readiness influences how an organism responds to stimuli and performs various tasks, making it a fundamental component of the motivational process.

216. (A) Guided Imagery
Guided imagery is a stress management technique that utilizes the power of mental visualization to induce a state of relaxation. By vividly imagining a peaceful and sensory-rich environment, such as a quiet beach, individuals can effectively disconnect from their current stressors and reduce their physiological arousal. This process encourages a mental retreat that helps lower heart rate and calm the mind. It is a widely used tool in clinical and personal settings to manage anxiety and promote overall emotional and physical well-being.

217. (C) A goal-directed behavior
In the basic motivational cycle, a biological or psychological need leads to an internal state of tension known as a drive. This drive then energizes and initiates a specific goal-directed behavior designed to satisfy the original need and reduce the tension. Once the goal is successfully attained, the drive is reduced, and the organism returns to a state of equilibrium. This sequence illustrates how internal deficiencies are transformed into active efforts to interact with the environment and achieve specific outcomes.

218. (D) 1, 2, 3, and 4
All four statements accurately describe the trait and type approaches to personality. Trait theory assumes personality consists of continuous dimensions, while type theory uses discrete categories. Eysenck's PEN model, which measures psychoticism, extraversion, and neuroticism, is a classic example of a trait model. The Myers-Briggs Type Indicator is a widely known tool that uses the type approach to categorize individuals. Together, these statements provide a clear overview of how psychologists use different structural frameworks to describe and measure individual differences in personality.

219. (D) Personal Construct Theory
George Kelly developed Personal Construct Theory as a unique cognitive approach to personality. He proposed that individuals act as "scientists" who create their own mental templates, or "personal constructs," to interpret and predict events in their world. These constructs are unique to each person and determine how they perceive themselves and others. By understanding an individual's personal construction system, psychologists can explain their behavioral choices and emotional reactions, emphasizing that our interpretations are the primary drivers of our personality.

220. (B) Moral development
The psychological study of motivation focuses on the internal and external forces that energize and direct behavior toward specific goals. This includes research on biological drives, sensation seeking, and social needs like achievement and affiliation. Moral development, however, is a branch of developmental psychology that investigates how reasoning about right and

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own lives and strive to create personal meaning in an often unpredictable world. This perspective emphasizes that our identity is not fixed by the past or biological drives but is constantly being defined through our actions. By confronting existential anxieties and making authentic choices, individuals can achieve a sense of purpose and fulfillment in their existence.

193. (A) Q, S, P, R
According to the Schachter-Singer two-factor theory of emotion, the process begins when an emotion-arousing stimulus occurs, which then triggers a state of non-specific physiological arousal. Following this arousal, the individual looks to their environment for cues and applies a cognitive label to the physical state to interpret what they are feeling. Finally, the person has a conscious experience of the specific emotion. This sequence highlights the essential roles of both physical activation and cognitive interpretation in generating our emotional experiences.

194. (A) Biological determinants
A researcher who investigates the role of inherited predispositions and brain chemistry is focusing on the biological determinants of personality. This approach examines how genetic factors and physiological processes, such as the functioning of neurotransmitters and specific brain structures, contribute to individual differences in behavior and traits. By exploring these internal biological foundations, scientists can understand the degree to which personality is influenced by our innate physical makeup. This contrasts with approaches that focus on social learning or cultural and environmental influences.

195. (C) Identify goals and regulate actions to achieve those goals effectively.
Motivational competence is the ability of an individual to successfully manage their own motivational processes to achieve desired outcomes. It involves being able to identify personally meaningful goals and then regulate one's actions and persistence to reach those aims. This competence requires self-awareness, the ability to plan, and the capacity to adjust behavior in response to challenges or changing circumstances. By mastering these skills, individuals can ensure that their efforts are effective and aligned with their long-term values and aspirations.

196. (D) 1, 2, 3 and 4
All four statements accurately define the core themes of major personality theories. Psychoanalysis focuses on unconscious motives, while trait theory identifies stable behavioral dimensions. Humanistic theory highlights the drive for self-actualization and personal growth, and social learning theory emphasizes the influence of observational learning and cognitive factors. Together, these theories provide a comprehensive framework for understanding the diverse biological, psychological, and social forces that contribute to the development and expression of human personality throughout an individual's entire lifespan.

197. (C) Need for security
David McClelland's theory of motivation identifies three primary social motives: the need for achievement (nAch), the need for affiliation (nAff), and the need for power (nPow). These needs are acquired through social and cultural experiences and guide behavior in various contexts. While the need for security is an important motivator in other frameworks, such as Abraham Maslow's hierarchy of needs, it is not one of the specific social needs identified and researched within McClelland's original motivational theory and framework.

198. (B) Cancer
The Type C personality profile is characterized by a tendency to suppress negative emotions, avoid conflict, and be overly compliant with others. Individuals with this pattern often internalize their stress and have difficulty expressing their feelings, particularly anger. Historically, researchers have studied this behavioral pattern for its potential link to an increased risk of cancer, suggesting that the chronic emotional suppression and resulting physiological stress may negatively affect the immune system's ability to maintain health and combat various physical illnesses.

199. (D) Beliefs about the causes of events in their life.
Locus of control is a personality dimension that describes how individuals perceive the causes of the outcomes in their lives. Those with an internal

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often difficult to resolve and can cause significant hesitation and psychological stress.

228. (D) 1, 2, 3, 4, and 5
All five pairings correctly identify prominent psychologists and the key concepts they contributed to the field of psychology. Seligman explored explanatory styles, Rotter developed the locus of control concept, and Kohlberg created the foundational theory of moral development. Zuckerman conducted extensive research on sensation seeking, and Lazarus is known for emphasizing the role of cognitive appraisal in the experience of emotion. Together, these figures and their theories provide essential frameworks for understanding how personality, motivation, and emotion influence human behavior across different situations.

229. (C) Physiological needs
According to Abraham Maslow's hierarchy of needs, physiological needs are the most fundamental and basic requirements for human survival. These include essential items such as food, water, sleep, and warmth. Maslow proposed that these needs must be satisfied before an individual can be motivated by higher-level needs, such as safety, social belongingness, or self-actualization. This structure implies that survival is always the first priority, as a person who is starving or extremely sleep-deprived cannot focus on more complex psychological goals.

230. (B) The way people think about and interpret themselves and the world.
The cognitive approach to personality emphasizes that human behavior and emotion are primarily determined by how individuals process information and interpret their experiences. Our thoughts, beliefs, expectations, and the mental templates we use to categorize information act as the central drivers of our unique personality. This perspective focuses on the conscious mental processes that guide our actions, highlighting that two people can react differently to the same situation because they perceive and interpret that situation in fundamentally different ways.

231. (D) physiological deficit; psychological tension
In the study of motivation, it is important to distinguish between the biological and psychological components of the motivational process. A need is a physiological deficit or state of deprivation within the organism, such as a lack of water or food. A drive is the resulting psychological state of tension or arousal that compels the individual to take action to satisfy that need. While the need is the underlying physical cause, the drive is the internal force that actually energizes and directs behavior.

232. (A) P-3, Q-4, R-1, S-2
Karen Horney introduced the concept of basic anxiety, while Alfred Adler developed the idea of the inferiority complex. Carl Jung is associated with the collective unconscious, and Erik Erikson proposed a series of psychosocial stages of development. These theorists, often grouped together as Neo-Freudians, expanded on traditional psychoanalytic theory by emphasizing the roles of social, cultural, and developmental factors in shaping human personality. Each concept represents a major contribution to understanding the various internal and social forces that influence our identity and behavior.

233. (C) Experiences that go beyond the personal self, including spiritual and mystical states.
Transpersonal psychology is a branch of the field that focuses on the study of experiences that transcend the individual ego and personal identity. This includes exploring spiritual development, mystical experiences, peak states of consciousness, and the sense of connection to a larger reality. By incorporating these transcendent dimensions, transpersonal psychology seeks to understand the highest potential of human growth and well-being. This perspective extends the study of psychology beyond traditional personal and social concerns to include the broader spiritual aspects of human existence.

234. (A) Pessimistic explanatory style
According to Martin Seligman's theory, an individual with a pessimistic explanatory style attributes negative events to causes that are internal, stable, and global. This means they believe a failure is their own fault, that it will last for a long time, and that it will negatively affect many different areas of their life. This pattern of thinking is associated with decreased motivation, lower resilience, and a higher risk of developing

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Theory, and Rogers emphasized unconditional positive regard. Rotter is associated with locus of control, while Seligman's work focuses on explanatory styles and learned helplessness. Together, these concepts represent the vast and diverse theoretical landscape of personality psychology, highlighting the different ways that unconscious, cognitive, humanistic, and social factors influence how individuals perceive themselves and interact with the world around them.

207. (A) Social conformity and approval
The conventional level of moral development, as described by Lawrence Kohlberg, is characterized by moral reasoning that is centered on the standards and expectations of society. Individuals at this level make decisions based on the desire for social approval, being seen as a "good" person, and maintaining social order through adherence to laws and rules. This stage represents an internalization of the values held by others, moving away from the self-interested perspective that is characteristic of the earlier pre-conventional level.

208. (B) A balance between the challenge of a task and an individual's skills.
The experience of flow occurs when an individual is fully immersed in an activity that provides an optimal level of engagement. According to Mihaly Csikszentmihalyi, this requires a state where the difficulty of the task is perfectly matched to the person's high level of skill. If the challenge is too high, it leads to anxiety; if too low, it results in boredom. This perfect balance allows for intense concentration, a loss of self-consciousness, and a deep sense of enjoyment and mastery.

209. (B) Introvert
An introvert is a person whose personality is characterized by an orientation toward their internal world rather than external social stimulation. Introverts generally prefer solitary activities, enjoy quiet environments for reflection, and may find extensive social interaction to be draining. They are often described as being more quiet, imaginative, and thoughtful. This personality trait is a key dimension in many psychological models, including those of Carl Jung and Hans Eysenck, and it influences how individuals process information and manage their social energy.

210. (A) Self-actualization
Needs, drives, and incentives are fundamental concepts used to explain the biological and social forces that energize and direct behavior. A need is a state of deficiency, a drive is the resulting internal tension, and an incentive is an external reward. Self-actualization, while a vital concept in humanistic psychology, refers to the ultimate goal of personal growth and the fulfillment of one's potential. It is considered a high-level aspiration rather than one of the basic, structural components of the core motivational process.

211. (C) Self-regulation
Self-regulation is the cognitive and behavioral process of managing one's own actions and emotions to achieve desired goals. This involves monitoring one's progress, resisting immediate temptations, and adapting strategies when faced with obstacles or distractions. Effective self-regulation allows individuals to maintain focus on long-term aims even when faced with impulsive desires. This capacity for self-control is essential for success in many areas of life, from academic achievement and physical health to professional performance and the maintenance of stable social relationships.

212. (D) Locus of control
The 'Big Five' model is a major framework in trait psychology that identifies five broad dimensions of personality: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits are considered universal and stable across different cultures. While locus of control is an important personality construct that describes whether a person believes they have control over their life events, it is part of social learning theory and cognitive approaches rather than being one of the specific traits included in the Five-Factor Model.

213. (A) Q, S, R, P
This sequence begins with Sigmund Freud, whose psychoanalytic theory emphasizes unconscious processes. Next is Carl Rogers, whose humanistic theory focuses on the internal self-concept and conscious feelings. This is followed by George Kelly's cognitive theory, which examines how

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an emotion or have a physiological response, we must first interpret the significance of a situation for our own goals and well-being. This appraisal process determines whether we see an event as a threat, a challenge, or irrelevant. Therefore, the reason provided about the necessity of evaluation directly explains and justifies why appraisal is considered the initial step in his model.

242. (A) Flow
Flow is a psychological state characterized by a sense of being completely absorbed in an activity. It occurs when a person is engaged in a task that is challenging enough to require their full attention but achievable given their high skill level. While in flow, individuals lose track of time and experience a sense of intense focus and enjoyment. This "peak experience" is intrinsically rewarding and represents optimal human functioning. Mihaly Csikszentmihalyi's research on flow has been influential in fields ranging from sports to education and the arts.

243. (C) Self-Efficacy
The psychoanalytic approach to personality, founded by Sigmund Freud, is centered on concepts like the id, ego, and superego, as well as defense mechanisms and psychosexual stages of development. These terms describe the unconscious conflicts and developmental processes that shape character. Self-efficacy, however, is a concept from social learning theory, specifically developed by Albert Bandura. It refers to an individual's belief in their own capability to succeed in specific tasks. Therefore, self-efficacy is not a part of the original or modern psychoanalytic framework.

244. (D) Sensation seeking
Sensation seeking is a personality trait that describes the degree to which an individual seeks out new, varied, and intense sensory experiences. People who score high in this trait are often drawn to risky or thrilling activities and novel situations to maintain a satisfying level of arousal. This concept, developed by Marvin Zuckerman, suggests that individual differences in this trait are rooted in physiological differences in the brain's response to stimulation. Sensation seeking influences various behaviors, from travel preferences and food choices to social interactions.

245. (C) The promise of a bonus for good performance
An incentive is an external reward or stimulus that motivates and pulls an individual toward a specific behavior. The promise of a bonus is a classic example of a tangible incentive used to encourage high performance in a professional setting. Unlike internal drives, such as hunger or the biological need for water, which arise from within the organism to satisfy a deprivation, incentives are environmental goals that individuals strive to achieve. This motivational strategy relies on the person's positive evaluation of the reward's value.

246. (C) 1, 2, 3, and 4
The first four statements correctly describe fundamental concepts in emotion and stress research. Emotion regulation involves managing one's own responses, and conflicts like approach-approach and avoidance-avoidance are well-documented. Lazarus's transactional model is a major stress theory, and techniques like yogasana are effective management strategies. However, the fifth statement is incorrect because Type D behavior is characterized by negative affectivity and social inhibition, rather than the competitiveness and impatience associated with the Type A pattern. Therefore, only the first four statements are correct.

247. (D) Innate drives for growth and self-fulfillment.
The humanistic approach to motivation focuses on the positive aspects of human nature and the inherent drive toward personal development. It posits that individuals are naturally motivated to reach their full potential, a process known as self-actualization. This perspective, championed by Rogers and Maslow, emphasizes that human behavior is guided by conscious choices, free will, and a desire for self-fulfillment rather than by biological drives alone or external reinforcements. It views the pursuit of personal growth as the ultimate motivator for all human action.

248. (A) Progressive Muscular Relaxation
Progressive Muscular Relaxation is a stress management technique that involves the systematic tensing and then releasing of different muscle groups throughout the body. By practicing this method, individuals learn to recognize the physical signs of muscle tension and how to

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wrong evolves over time. While motivation can influence moral behavior, the study of the stages and cognitive processes of moral judgment is distinct from the primary research areas within the field of motivation.

221. (B) Both Statement I and Statement II are false.
Both statements provide inaccurate descriptions of these two major theories of emotion. The James-Lange theory actually states that physiological arousal precedes and causes the subjective feeling of emotion. Conversely, the Cannon-Bard theory posits that physiological arousal and the emotional experience occur simultaneously and independently, rather than one causing the other. These theories represent different historical attempts to explain the precise sequence and relationship between our bodily reactions and the internal feelings we recognize as specific emotional states.

222. (D) Emotional regulation
Emotional regulation is the process by which individuals influence which emotions they have, when they experience them, and how these emotions are expressed and managed. It involves a variety of cognitive and behavioral strategies used to increase, decrease, or maintain the intensity and duration of an emotional state. Successful regulation is essential for adapting to social environments, achieving personal goals, and maintaining mental health. It allows people to respond appropriately to different situations by modifying their immediate emotional reactions.

223. (A) Both A and R are true and R is the correct explanation of A.
Julian Rotter's concept of locus of control explains how individual beliefs about causality influence behavior. People with a strong internal locus of control believe that their outcomes, including their health, are primarily a result of their own actions and choices. This belief motivates them to take a proactive approach to their well-being, such as by exercising or following medical advice. Therefore, the reason provided about their specific beliefs about personal agency directly explains why these individuals are more likely to engage in health-promoting behaviors.

224. (B) Biofeedback
Biofeedback is a specialized stress management technique that uses electronic devices to monitor and provide feedback on physiological processes such as heart rate, muscle tension, or skin temperature. By observing this real-time information, individuals can learn to recognize the physical signs of stress and use relaxation strategies to consciously alter their bodily responses. This process helps transform involuntary physiological functions into ones that can be managed voluntarily, allowing the person to effectively reduce the negative physical and psychological impacts of chronic stress.

225. (B) A strong awareness of the passage of time.
Flow is a psychological state of total immersion in an activity where an individual's skills are perfectly matched to the challenge. While in flow, people experience intense concentration, a loss of self-consciousness, and a strong sense of personal control. One of the most common characteristics of this state is a distorted sense of time, where hours can seem to pass in what feels like only a few minutes. Therefore, having a strong awareness of the passage of time is actually inconsistent with being in a flow state.

226. (A) Carl Rogers
Carl Rogers, a prominent humanistic psychologist, introduced the concept of unconditional positive regard as a critical factor for healthy personality development. It involves accepting and valuing another person for who they truly are, without any conditions or judgments. Rogers believed that when individuals receive this type of support, especially from parents or therapists, they are better able to develop a positive self-concept and move toward self-actualization. This concept is a cornerstone of his person-centered approach to therapy and human growth.

227. (C) Approach-avoidance conflict
An approach-avoidance conflict arises when a single option or goal has both attractive and unattractive features. In this scenario, the job is desirable because it pays well (the approach aspect), but it is also undesirable because it is in a city the person dislikes (the avoidance aspect). This leads to a state of internal conflict where the person feels pulled toward and pushed away from the same choice. This type of conflict is

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locus of control believe that their own choices and actions are responsible for what happens to them. In contrast, those with an external locus of control believe that external forces like fate, luck, or powerful others are in control. This belief system is fundamental to understanding differences in individual motivation, effort, and resilience when facing different life events.

200. (A) Both Statement I and Statement II are true.
Internal conflict occurs when an individual must choose between competing goals or options. An approach-approach conflict arises when a person is faced with two desirable choices and must pick only one. Conversely, an avoidance-avoidance conflict occurs when an individual must choose between two undesirable or negative outcomes, often leading to feelings of being trapped. Both statements accurately define these two common types of conflict, which are significant sources of stress and require difficult decision-making processes in daily life.

201. (C) Existential
The existential approach to psychology emphasizes individual freedom, choice, and the responsibility to create meaning in one's own life. It posits that human beings are self-determining and must navigate the inherent anxieties of existence through authentic living and decision-making. Unlike more deterministic theories, existentialism highlights the power of the individual to transcend their circumstances and define their own identity. This perspective is centered on the unique human struggle to find purpose and live responsibly in a world that often lacks inherent meaning.

202. (A) Both A and R are true and R is the correct explanation of A.
Transpersonal psychology is widely recognized as the "fourth force" in psychology, following the established movements of psychoanalysis, behaviorism, and humanism. It distinguishes itself by specifically focusing on transcendent, spiritual, and unitive states of consciousness that go beyond the individual ego. By exploring these dimensions, transpersonal psychology seeks to address aspects of human potential and well-being that were largely neglected by previous major theories. Therefore, the reason provided about its specific focus on these transcendent aspects directly explains its status and unique role.

203. (B) P-4, Q-3, R-2, S-1
Mindfulness involves non-judgmental awareness of the present moment, while Yogasana combines physical postures and breathing. Music therapy uses auditory stimuli to alter mood, and biofeedback provides individuals with control over physiological processes through electronic monitoring. Each of these techniques employs a different primary mechanism to manage stress and improve overall well-being. Together, they represent a diverse set of strategies that individuals can use to reduce physiological arousal and achieve a state of mental and physical balance in their daily lives.

204. (B) The intensity of an emotion is related to the level of physiological activation.
Lindsley's activation theory of emotion posits that emotional experience is directly linked to the level of physiological arousal in the brain and nervous system. According to this model, different emotional states correspond to different positions on a continuum of activation, ranging from low levels during sleep to high levels during periods of intense excitement or rage. The focus of this theory is on the intensity and general energy of the response rather than on specific cognitive labels or unique physiological patterns for each emotion.

205. (C) Martin Seligman
Martin Seligman is the psychologist who developed the concept of explanatory style as part of his research on learned helplessness and optimism. Explanatory style refers to the habitual way in which people explain the causes of events in their lives, whether they attribute successes and failures to internal or external, stable or unstable, and global or specific factors. This cognitive framework is a key determinant of whether an individual develops a positive, resilient outlook or a pessimistic, discouraged perspective on life events.

206. (D) 1, 2, 3, 4, and 5
All five statements correctly identify the core contributions of major personality theorists. Jung introduced archetypes and introversion-extraversion. Kelly developed Personal Construct

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learned helplessness when faced with difficult or stressful life challenges.

235. (D) Statement I is false, but Statement II is true.
The first statement is incorrect because the S-R cognitive approach specifically integrates stimulus-response learning with mental processes like expectations and beliefs. However, the second statement accurately describes the humanistic approach to motivation, which focuses on the inherent drive toward personal growth and self-actualization. Humanistic theorists like Maslow and Rogers believe that people are fundamentally motivated to fulfill their unique potential and become the best version of themselves. Therefore, while the cognitive approach considers both internal and external factors, humanism highlights the proactive pursuit of growth.

236. (B) Negative affectivity and social inhibition.
The Type D personality, or "distressed" personality, is defined by the combination of two major traits: negative affectivity and social inhibition. Individuals with this profile frequently experience a wide range of negative emotions, such as worry, irritability, and sadness. However, they tend to hide these feelings in social situations to avoid disapproval from others. This combination of internal emotional distress and a lack of social expression has been linked to increased levels of chronic stress and a higher risk of developing cardiovascular health problems.

237. (C) Having a genetically inherited temperament that is high in reactivity.
Biological determinants of personality are internal factors related to an individual's physical makeup that influence behavior from birth. An inherited temperament characterized by high reactivity is a primary example of how genetics and brain physiology establish the foundation for personality. This innate reactivity influences how a person responds to their environment throughout their life. In contrast, cultural norms, social rewards, and beliefs about control are all external, socio-cultural, or cognitive factors that shape personality through experience and social interaction.

238. (D) 4 only
While biofeedback, music therapy, and progressive muscular relaxation all help manage stress, they primarily work through direct physiological intervention or sensory stimulation to reduce arousal. Mindfulness, however, is distinct because it specifically focuses on altering cognitive patterns through the practice of non-judgmental awareness of the present moment. By observing their own thoughts and feelings without trying to change them, individuals can develop a different relationship with their stressors. This cognitive awareness is the core mechanism that makes mindfulness an effective management technique.

239. (A) Have an impact on and influence others.
According to David McClelland's theory of needs, the need for power is the desire to exert influence and maintain control over other people or groups. Individuals high in this motive seek out leadership positions and enjoy having an impact on their social or professional environment. This need is not inherently negative; it can be expressed as a desire for personal gain or as a motive to lead and organize others for the benefit of a group or society. It is one of the three primary social needs McClelland identified.

240. (B) Emphasizing the role of cognitive processes, expectations, and observational learning.
Social learning theory differs from radical behaviorism by acknowledging that human behavior is not just a direct response to environmental reinforcement. Instead, it highlights the essential role of internal mental processes, such as thoughts, expectations, and the capacity for observational learning. According to this perspective, people learn by watching others and evaluating the likely outcomes of their own actions. By incorporating these cognitive elements into the learning framework, social learning theory provides a more complex and accurate account of how human personality develops.

241. (A) Both A and R are true and R is the correct explanation of A.
Lazarus's cognitive-mediational theory of emotion emphasizes that cognitive appraisal is the primary and necessary first step in any emotional experience. He argued that before we can feel

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and social adjustment. Erikson's model expanded upon Freudian theory by emphasizing the role of social interaction and cultural context in shaping the individual's identity and character.

186. (A) The emphasis on communal goals in a collectivistic society.
Socio-cultural determinants of personality are external factors that originate from the environment and social interactions. An emphasis on communal goals is a defining characteristic of collectivistic cultures, which shapes an individual's self-concept and interpersonal behavior. This cultural norm encourages people to prioritize group harmony and shared success over individual achievement. In contrast, factors like inherited temperament, resting heart rate, and dopamine system efficiency are all biological determinants that are internal and physiological, rather than products of social and cultural influence.

187. (D) The processes individuals use to influence their emotional experiences and expressions.
Emotion regulation refers to the various ways that individuals manage and modify their own emotional states. This includes choosing which emotions to have, when to experience them, and how they are expressed to others. Strategies for regulation can be conscious, like rethinking a situation to feel better, or automatic, like suppressing an emotional display in a professional setting. Effective regulation is essential for maintaining psychological well-being and successful social relationships, as it allows people to adapt their emotional responses to different contexts.

188. (A) P-3, Q-1, R-4, S-2
Carl Rogers is a primary figure in humanistic psychology, while Albert Bandura is known for his social learning theory. Carl Jung is a prominent Neo-Freudian who introduced the collective unconscious, and George Kelly developed the cognitive approach known as Personal Construct Theory. Each theorist provides a distinct perspective on personality, emphasizing either self-actualization, observational learning, unconscious archetypes, or the way we mentally categorize and interpret our experiences. These approaches collectively represent the diverse frameworks used in psychological personality research.

189. (C) In the absence of any obvious external reward.
Exploratory behavior is characterized by an individual's tendency to investigate their environment even when there is no immediate biological need or external incentive. This behavior is driven by an intrinsic need for stimulation and information, rather than by a desire for food, water, or social approval. By exploring, organisms gain knowledge about their surroundings, which can be beneficial for future adaptation and survival. This type of motivation highlights the importance of curiosity and internal drives in directing complex behaviors.

190. (D) Exhaustion
The General Adaptation Syndrome (GAS), developed by Hans Selye, describes the body's three-stage response to prolonged stress. The final stage is exhaustion, which occurs when the stressor persists for an extended period and the body's physical resources become severely depleted. In this state, the immune system is weakened and the individual becomes highly susceptible to physical illness and psychological burnout. This stage follows the initial alarm reaction and the subsequent stage of resistance, where the body attempts to cope with the stressor.

191. (A) Reciprocal determinism
Reciprocal determinism is a central concept in Albert Bandura's social learning theory. It posits that personality is shaped by the continuous, three-way interaction between an individual's personal factors (such as thoughts and beliefs), their behavior, and the surrounding social and physical environment. Each of these components influences the others, meaning that while the environment can shape behavior, an individual's thoughts and actions also influence their environment. This model emphasizes the active role individuals play in their own personality development.

192. (B) Individuals are faced with choices and are responsible for creating meaning in their lives.
Existential psychology focuses on the unique human condition of being and the fundamental freedom to make choices. It posits that individuals must take responsibility for their

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consciously let go of that tension to achieve a deep state of relaxation. This process helps to reduce overall physiological arousal and promotes a sense of physical and mental calm, providing an effective way to counteract the negative effects of chronic stress and daily pressure.

249. (C) Schachter-Singer Theory
The Schachter-Singer two-factor theory of emotion proposes that the subjective experience of an emotion results from the combination of two factors: non-specific physiological arousal and a cognitive label for that arousal. According to this model, when we feel physically activated, we look to the social and environmental context to interpret why we are feeling that way. This cognitive appraisal determines the specific emotional label we apply to our internal state, such as fear, joy, or anger, highlighting the essential role of thought in emotional experience.

250. (A) External locus of control.
According to Julian Rotter's theory of social learning, an individual with an external locus of control believes that their life and its outcomes are primarily determined by forces outside their own influence. These factors may include luck, fate, chance, or the actions of powerful others. This orientation can affect a person's motivation and effort, as they may feel that their own actions have little impact on the final result. This contrasts with an internal locus of control, where a person feels personally responsible for their own success.

251. (B) Biological factors provide a foundational blueprint that is shaped and modified by socio-cultural influences.
Biological determinants like genetics and temperament establish an initial framework for personality development. This foundational substrate acts as a blueprint that remains observable from infancy. However, socio-cultural factors like family, peers, and community norms continuously interact with this biology. These environmental influences shape and modify how biological potential is actualized and expressed throughout an individual's entire life.

252. (A) the influence of social norms and values on behavior.
Human personality is not solely determined by physiology or genetic inheritance. While biological factors provide the baseline disposition, they do not operate in a vacuum. Socio-cultural determinants, including shared community values and social norms, play a vital role in dictating expectations. A purely biological lens overlooks how these external environmental factors actively direct and modify diverse behavioral expressions.

253. (C) An individual's personality is a result of a complex and ongoing interaction between heredity and environment.
Personality development is an ongoing process resulting from the inextricable link between nature and nurture. Biological potential provides the starting point, while socio-cultural experiences constantly influence how these traits are manifested. Neither factor acts independently; instead, they exist in a continuous dialogue. This dynamic relationship ensures that an individual's individuality is shaped by both heredity and environmental contexts.

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254. (D) dynamic and reciprocal interaction between genetic predispositions and environmental experiences.
The concept of a continuous dialogue emphasizes that biological inheritance and environmental experiences are constantly interacting. Nature provides the genetic blueprint, while nurture involves the socio-cultural settings that mold this potential. This reciprocal relationship means that experiences can even influence the expression of genetic predispositions over time. It highlights the complexity of development beyond simplistic or one-dimensional explanations.

255. (C) directing the expression of innate biological tendencies.
Socialization serves as the mechanism through which individuals learn and internalize cultural patterns, norms, and values. This process is essential because it takes the raw biological substrate and shapes it into socially acceptable behaviors. By providing a framework of expectations, socialization directs how innate tendencies are expressed within a specific

Individuals exhibiting this pattern are often impatient and easily provoked to anger. Research has frequently linked these characteristics to higher levels of stress and an increased risk for developing various stress-related health issues compared to other personality types.

292. (A) A combination of negative emotions and social inhibition.
Type D, often referred to as the "distressed" personality, is characterized by two main tendencies. The first is negative affectivity, which involves frequently experiencing worry, irritability, and gloom. The second is social inhibition, where individuals tend to hold back their emotions in social interactions. This combination can lead to significant chronic stress and potential health problems over a long period.

293. (D) one must choose between incompatible alternatives.
Conflict is a major source of stress that arises when an individual is faced with two or more goals or courses of action that cannot be pursued at the same time. These dilemmas, such as choosing between two attractive options, create internal psychological tension. The difficulty of making a decision between these incompatible alternatives contributes significantly to the overall stress experience.

294. (B) Type C
Type C behavior is characterized by a tendency to suppress emotions, particularly negative ones like anger, to maintain social harmony. These individuals are often described as highly agreeable, passive, and eager to please others. By bottling up their feelings and avoiding conflict, they internalize stress, which has been associated with specific physiological responses and potential long-term psychological health vulnerabilities.

295. (C) certain behavioral patterns can influence an individual's vulnerability to stress.
The link between personality and stress is based on how individual behavioral patterns affect the perception of and reaction to stressors. While stress is often triggered by environmental events, an individual's personality type—such as Type A or Type D—can increase their sensitivity to these triggers. These patterns influence both the psychological appraisal of challenges and the intensity of physiological responses.

296. (D) Biofeedback
Biofeedback is a specialized stress management technique that utilizes electronic equipment to monitor involuntary bodily processes. It provides real-time data on functions such as heart rate, skin temperature, or muscle tension. By observing this feedback, individuals can learn to gain conscious control over these physiological responses, allowing them to actively reduce their own levels of arousal and physical stress markers.

297. (A) cognitive; education, skills acquisition, and application practice
Stress Inoculation Training is a comprehensive cognitive-behavioral approach consisting of three distinct phases. First, individuals are educated about the nature of stress. Second, they acquire various coping skills. Finally, they practice applying these skills in controlled, simulated stressful situations. This process "inoculates" them against future stress by building their confidence and competence in managing challenging environments before they occur.

298. (B) reduce physical tension and physiological arousal.
Techniques such as breathing exercises and Progressive Muscular Relaxation focus on the physical components of the stress response. By systematically tensing and relaxing muscles or regulating breath, these methods help shift the autonomic nervous system from a state of high arousal to relaxation. The primary objective is to release stored physical tension and lower the body's overall physiological reactivity.

299. (B) training the mind to maintain present-moment, non-judgmental awareness.
Mindfulness and meditation are cognitive practices that focus on training the mind to remain anchored in the present moment. By fostering a state of non-judgmental awareness, individuals can observe their thoughts and feelings without becoming overwhelmed by them. This change in perspective helps to reduce the psychological impact of stressful thoughts and promotes a greater sense of emotional balance.

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reasoning is centered on social order. Individuals at this stage make moral choices based on the desire to follow established laws, meet social expectations, and gain approval from others. This reflects a transition from self-interest toward a focus on maintaining the norms and values of society.

265. (A) the developmental progression of reasoning.
While theories concerning locus of control or explanatory styles focus on cognitive orientations, Kohlberg's framework specifically outlines a sequential progression of stages. This model describes how moral reasoning evolves over time through distinct levels of maturity and social perspective-taking. It suggests that moral development is a life-long process reflecting the cognitive maturation of an individual's internal principles and values.

266. (B) To serve as the external goal that motivates behavior.
An incentive is defined as an external stimulus that possesses the capacity to pull an individual toward a specific action. Within the motivational cycle, it serves as the targeted goal that satisfies an underlying need. By achieving this external objective, the internal tension created by a drive is successfully reduced, ultimately helping the organism return to a state of equilibrium.

267. (B) an internal state of tension that impels an organism to act.
A drive represents the internal psychological or physiological state of arousal that arises from a deficiency or need. This state creates a sense of tension that forces the individual to engage in goal-directed behavior. The primary function of a drive is to energize the organism to take necessary steps to satisfy the underlying need and reduce the resulting discomfort.

268. (A) It posits that individuals are motivated to maintain an ideal level of arousal.
Arousal theory expands the basic motivational model by suggesting that behavior is not always aimed at reducing tension to zero. Instead, individuals are driven to maintain an optimal level of physiological stimulation. This means people will act to increase arousal when it is too low or decrease it when it is too high, seeking a balanced state of engagement.

269. (C) Need → Drive → Behavior → Incentive Achievement
The motivational cycle begins with a state of deficiency, known as a need. This deficiency creates an internal tension or drive, which then energizes specific goal-directed behaviors. These actions are performed to reach an external incentive. Once the incentive is achieved, the underlying need is satisfied, the drive is reduced, and the organism eventually returns to a balanced state.

270. (D) a state of deficiency.
A need is identified as the foundational starting point of the motivational process. It is defined as a state of biological or psychological deficiency that disrupts an individual's equilibrium. Whether the requirement is for something physical like food or social like affiliation, this lack triggers the subsequent steps in the cycle to restore a state of internal balance and satisfaction.

271. (C) Psychoanalytical approach
The psychoanalytical perspective argues that human behavior is largely driven by unconscious forces and repressed instincts. It suggests that many actions are actually compromises between these hidden drives and societal constraints. In this view, observable behaviors like charitable acts can be interpreted as disguised manifestations of deeper, unresolved conflicts or needs for approval that originated during early childhood development stages.

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272. (B) innate instincts; learned anticipations of reward
The ethological approach focuses on the adaptive value of behavior and emphasizes innate, genetically determined patterns such as instincts. In contrast, the S-R Cognitive approach views motivation as a product of learned associations. It suggests that individuals are motivated by the anticipation of reinforcement or punishment, where cognitive expectations and perceived values mediate the relationship between stimuli and responses.

273. (D) the drive to realize one's full potential.
The humanistic school of thought is distinguished by its belief in the innate human tendency toward self-actualization. While other theories might focus on unconscious drives or learned

community, ultimately modifying the individual's personality development over time.

256. (B) Social learning approach
The social learning perspective posits that personality traits and behaviors are acquired through the observation and imitation of others within a social environment. It emphasizes that behavioral patterns are not fixed but are influenced by environmental contingencies, such as reinforcement or punishment. Consequently, consistent behaviors like shyness are viewed as learned responses developed through social interactions and observed parental models.

257. (D) place a greater emphasis on social and cultural influences.
Traditional psychoanalysis focuses heavily on unconscious conflicts and psychosexual stages. While Neo-Freudian theories still acknowledge the importance of the unconscious mind, they deviate by de-emphasizing the central role of sexual drives. Instead, these theorists prioritize the impact of social and cultural factors in shaping personality. This shift highlights how external societal relationships contribute to an individual's psychological development.

258. (A) the importance of subjective experience and personal growth.
Both humanistic and transpersonal perspectives emphasize the significance of an individual's subjective experience and free will. They focus on the innate human drive toward growth, self-actualization, and finding meaning in life. While transpersonal psychology extends this to include spiritual or transcendent experiences, both schools prioritize the realization of full human potential over unconscious drives or learned behavioral patterns.

259. (C) Cognitive perspective.
The cognitive approach to personality centers on the internal thought processes that determine how individuals perceive and interpret events. It highlights the role of beliefs, expectations, and mental frameworks in shaping behavior. By analyzing an individual's automatic thoughts and core worldviews, this perspective seeks to understand how specific cognitive interpretations of the environment contribute to distinct personality characteristics.

260. (A) integrating insights from multiple theoretical approaches.
Personality is a multifaceted construct that can be viewed through various theoretical lenses, such as psychoanalytical, cognitive, or humanistic perspectives. Each approach offers unique and valuable insights into different aspects of human behavior and development. Therefore, a comprehensive and holistic understanding is best achieved by integrating these diverse perspectives rather than relying exclusively on a single one-dimensional model.

261. (D) pessimistic explanatory style.
An individual who views negative events as resulting from internal, stable, and global causes exhibits a specific cognitive pattern. By attributing failure to a permanent lack of ability that affects all future outcomes, the person demonstrates a pessimistic outlook. This style of interpretation significantly increases vulnerability to feelings of helplessness and depression, as it minimizes the possibility of future improvement.

262. (B) emphasize how cognitive orientations influence behavior and affect.
Both the Locus of Control and Explanatory Styles theories focus on how an individual's cognitive interpretations of events shape their reactions. These internal orientations determine how much control a person perceives they have and how they explain successes or failures. Consequently, these cognitive frameworks exert a profound influence on an individual's motivation, persistence, and overall emotional well-being across various situations.

263. (C) "My career advancement depends on my hard work and the decisions I make."
An internal locus of control is characterized by the belief that one's own actions and decisions directly determine the outcomes of life events. Individuals with this orientation feel a sense of agency and responsibility for their successes and failures. They generally dismiss the idea that fate or external powers are the primary drivers of their personal progress or career achievements.

264. (D) The alignment with societal laws and social approval.
In Kohlberg's theory of moral development, the conventional level represents a stage where

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completely absorbed in a task. This state is most likely to be achieved when the difficulty of the challenge is perfectly balanced with the individual's high skill level. In this state, the person experiences deep engagement and enjoyment, often losing their sense of time.

283. (B) controlling one's thoughts and actions to achieve goals.
Self-regulation involves the internal processes used to manage and direct one's own cognitive, emotional, and behavioral resources. It is a critical component of motivational competence, allowing individuals to stay focused on their objectives despite distractions or obstacles. By exercising this control, people can effectively navigate challenges and persist in the pursuit of their long-term personal or professional goals.

284. (A) Achievement.
The need for achievement is characterized by setting high standards of excellence and working diligently to meet them. Individuals with a high achievement motive seek out challenging but attainable goals to prove their competence and overcome obstacles. This student's focused effort to reach a specific academic standard clearly illustrates the desire to perform well and succeed in a task.

285. (C) the ability to effectively manage one's resources to pursue goals.
Motivational competence is the capacity to identify realistic goals and manage internal resources to achieve them. It encompasses the ability to maintain persistence in the face of difficulties and use self-regulation to direct behavior toward desired outcomes. This competence ensures that an individual's skills and motivations are effectively utilized to successfully navigate various challenges throughout their personal development.

286. (D) James-Lange theory
The James-Lange theory suggests a sequence where physiological arousal and behavioral responses occur first in response to an event. The mind then interprets these specific bodily changes as an emotion. This counterintuitive approach implies that the physical act, such as running from a threat, precedes and actually causes the subjective feeling of fear through the brain's perception of those reactions.

287. (C) simultaneous.
A fundamental distinction is found in the timing of the emotional process. While the James-Lange theory posits a sequential relationship between physical response and emotion, the Canon-Bard theory argues they are parallel. According to this view, an environmental stimulus simultaneously triggers physiological arousal through the nervous system and the subjective experience of emotion in the brain's cortex as separate events.

288. (B) Physiological arousal and a cognitive label.
The Schachter-Singer two-factor theory introduces the idea that emotion requires both a physical and a mental component. It suggests that while physiological arousal provides the energy for an emotion, it is undifferentiated. Therefore, an individual must apply a cognitive label to that arousal based on the situational context to determine and experience a specific emotional state, like joy or anger.

289. (D) as the initial step that precedes both arousal and emotion.
Richard Lazarus's theory places a heavy emphasis on the role of thought in the emotional process. It suggests that cognitive appraisal of a situation's significance is the very first step. This mental evaluation determines the subsequent physiological arousal and the emotional experience. Essentially, how we interpret an event's impact on our well-being dictates exactly how we will feel.

290. (A) Canon-Bard theory
The Canon-Bard theory specifically claims that physiological arousal and the subjective feeling of emotion occur at the same time. When faced with a stimulus, such as a bear, the brain processes the information and triggers both the physical "fight-or-flight" response and the conscious feeling of fear simultaneously. Neither process depends on the other, making them co-occurring rather than sequential.

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291. (C) Type A behavior.
Type A behavior is defined by a specific cluster of personality traits, including competitiveness, a strong sense of time urgency, and hostility.

(D) Compliance.

19. In the context of social influence, 'reactance' refers to:
(A) The tendency to agree with a group standard to maintain social harmony and avoid conflict.
(B) The process of modifying internal attitudes through the use of logical arguments and facts.
(C) A motivational state when personal freedom is threatened, leading to the opposite behavior.
(D) A change in outward behavior specifically in response to a direct interpersonal request or plea.

20. Arrange the following historical developments in social psychology in chronological order:
I Publication of Norman Triplett's experiment on social facilitation.
II Kurt Lewin establishes Field Theory.
III Leon Festinger proposes the theory of cognitive dissonance.
IV The formal establishment of Social Cognition as a dominant perspective.
(A) I, II, III, IV
(B) II, I, IV, III
(C) I, III, II, IV
(D) III, IV, I, II

21. Which of the following theories of intergroup relations posits that competition for scarce resources leads to conflict between groups?
(A) Social Identity Theory.
(B) Relative Deprivation Theory.
(C) Realistic Conflict Theory.
(D) Equity Theory.

22. The Minimal Group Experiment, conducted by Henri Tajfel, demonstrated that:
(A) Intergroup conflict requires a history of animosity.
(B) Mere categorization into groups is sufficient to produce in-group favoritism.
(C) Groups require significant interaction to form an identity.
(D) Competition for resources is necessary for discrimination to occur.

23. Which of the following is NOT considered one of the three classic leadership styles defined by Kurt Lewin and colleagues?
(A) Autocratic style.
(B) Democratic style.
(C) Laissez-faire style.
(D) Bureaucratic style.

24. The study of personal space, crowding, and territoriality falls under which subfield of applied social psychology?
(A) Environmental psychology.
(B) Health psychology.
(C) Legal psychology.
(D) Organizational psychology.

25. Consider the following statements about theories of intergroup relations:
I Realistic Conflict Theory emphasizes competition for limited resources.
II Social Identity Theory focuses on the role of self-concept derived from group membership.
III Relative Deprivation Theory suggests conflict arises from a perceived discrepancy between what one has and what one deserves.
IV Equity Theory is exclusively an interpersonal theory and has no application to intergroup relations.
Which of the above statements are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) All of the above

26. The feeling that one has less than what one is entitled to is the central concept of:
(A) Relative Deprivation Theory.
(B) Social Exchange Theory.
(C) Equity Theory.
(D) Balance Theory.

27. Given below are two statements:
Statement I: Social Exchange Theory suggests that relationships are maintained when the rewards outweigh the costs for both parties.
Statement II: Balance Theory deals with cognitive consistency in triads of attitudes.
In light of the above statements, choose the most appropriate answer:

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300. (A) integrates physical postures, breathing, and meditation.

Yogasana is considered a holistic stress management strategy because it addresses multiple aspects of the individual simultaneously. It combines physical postures to release bodily tension, specific breathing techniques to regulate the nervous system, and meditation to calm the mind. By integrating these different elements, it promotes overall well-being and a comprehensive state of relaxation that encompasses both body and mind.

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CHAPTER 08
Social Psychology

1. Which of the following best defines the core focus of social psychology?
(A) Systematic investigation of individual personality traits, their developmental origins, and internal psychology.
(B) Scientific study of how individuals are influenced by the actual, imagined, or implied presence of others.
(C) Objective analysis of large-scale societal structures, cultural institutions, and their primary social functions.
(D) Clinical exploration of abnormal psychological patterns, mental health disorders, and their treatment methods.

2. The scope of social psychology primarily excludes the study of which of the following?
(A) The biological mechanics of neural transmission.
(B) The formation and change of attitudes.
(C) The dynamics of group behavior.
(D) The nature of prosocial behavior and aggression.

3. Kurt Lewin's 'Field Theory' proposes that behavior is a function of which two factors?
(A) Past reinforcement and genetic predispositions.
(B) Unconscious drives and societal norms.
(C) The person and their psychological environment.
(D) Cognitive schemas and emotional states.

4. A student who believes cheating is wrong but cheats on an exam is likely to experience an unpleasant state known as:
(A) Social facilitation.
(B) Groupthink.
(C) Relative deprivation.
(D) Cognitive dissonance.

5. Consider the following statements about the nature of social psychology:
I It is a scientific discipline that uses empirical methods.
II It focuses exclusively on the behavior of groups, not individuals.
III It recognizes the influence of the implied or imagined presence of others.
IV It is fundamentally the same as sociology.
Which of the above statements are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I and IV only

6. The sociobiology perspective in social psychology explains social behaviors primarily in terms of:
(A) Learned associations and reinforcement schedules.
(B) Evolutionary principles and genetic inheritance.
(C) The structure of cognitive schemas.
(D) Unconscious conflicts and early life experiences.

7. Given below are two statements:
Statement I: The psychodynamic approach suggests that some social behaviors are driven by unconscious motives and conflicts.
Statement II: Social Cognition is a perspective that focuses on how people process, store, and apply information about other people and social situations.
In light of the above statements, choose the most appropriate answer:
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

8. Match List I with List II.
List I (Theoretical Perspective):
P. Field Theory
Q. Cognitive Dissonance
R. Sociobiology

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S. Social Cognition

List II (Key Concept):

1. Inconsistency between attitudes and behavior
2. Schemas and heuristics
3. Life Space
4. Inclusive fitness

(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

9. The process of perceiving and making judgments about others is known as:
(A) Social loafing.
(B) Social facilitation.
(C) Social perception.
(D) Social exchange.

10. According to attribution theory, when we explain someone's behavior based on their personality or disposition, we are making a(n):
(A) Dispositional attribution.
(B) Situational attribution.
(C) External attribution.
(D) Self-serving attribution.

11. Which of the following is NOT considered a component of attitudes?
(A) Affective component.
(B) Behavioral component.
(C) Cognitive component.
(D) Attributional component.

12. Consider the following topics:
I Nonverbal communication.
II Attribution processes.
III The bystander effect.
IV Impression formation.
V Cognitive dissonance reduction.
Which of the above are considered key topics within the study of social perception?
(A) I, II, and IV only
(B) II, III, and V only
(C) I, III, and V only
(D) All of the above

13. Prosocial behavior is best defined as:
(A) Any action intended to harm another person.
(B) Any action that is beneficial to oneself.
(C) Any action performed with the goal of benefiting another person.
(D) Any action that conforms to social norms.

14. The enhancement of performance on simple or well-learned tasks in the presence of others is called:
(A) Social loafing.
(B) Social inhibition.
(C) Deindividuation.
(D) Social facilitation.

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Leon Festinger, individuals are motivated to reduce cognitive dissonance.
Reason (R): Cognitive dissonance is an emotionally pleasant state that reinforces existing attitudes.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

16. The tendency for individuals to exert less effort when working in a group toward a common goal is known as:
(A) Social facilitation.
(B) Social loafing.
(C) Group polarization.
(D) Social compensation.

17. Adjusting one's behavior or thinking to coincide with a group standard is defined as:
(A) Obedience.
(B) Conformity.
(C) Compliance.
(D) Persuasion.

18. A form of social influence involving a direct order or command from a person in a position of authority is:
(A) Obedience.
(B) Persuasion.
(C) Conformity.

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behaviors, humanistic psychologists argue that the ultimate motive is personal growth. This perspective highlights the importance of subjective experience and the pursuit of meaning as the primary forces that energize and direct behavior.

274. (A) S-R Cognitive
A perspective that emphasizes the anticipation of reinforcement, such as good grades, falls under the S-R Cognitive approach. This view suggests that motivation is driven by the expected outcome of a behavior and the value assigned to that reward. It incorporates cognitive elements like expectations into the traditional behaviorist model to explain why individuals choose to engage in specific activities.

275. (C) acknowledge the importance of innate factors or instincts.
Both the psychoanalytical and ethological approaches recognize that behavior is significantly influenced by biological foundations or internal instincts. While they differ in their specific applications and focus, both perspectives agree that innate factors play a crucial role in motivating action. They highlight that certain behavioral tendencies are present from birth and provide a basic framework for understanding human motivation.

276. (A) gather information and investigate new stimuli.
Exploratory behavior is characterized by the active investigation of novel objects, places, or stimuli within the environment. Unlike primary drives like hunger, this behavior is motivated by an intrinsic need to collect information and understand one's surroundings. It reflects a fundamental drive to engage with the world to reduce uncertainty and satisfy the internal desire for knowledge and stimulation.

277. (D) seek intense experiences to raise their arousal to an optimal level.
According to Zuckerman, sensation seeking is a personality trait involving the pursuit of varied, novel, and intense experiences. Individuals who score high in this trait often have a lower baseline of physiological arousal. Consequently, they are motivated to engage in exciting or risky activities to increase their internal stimulation to a more pleasurable and optimal level for their functioning.

278. (B) It is the cognitive and emotional desire that fuels exploration.
Curiosity is identified as the internal cognitive and emotional component that drives exploratory behavior. While exploration describes the physical act of investigating the environment, curiosity represents the underlying desire for knowledge or new experiences. This internal state provides the psychological fuel necessary to initiate and sustain the active search for information and the investigation of novel stimuli around us.

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279. (C) Participating in extreme sports like skydiving.
High sensation seekers are characterized by their willingness to take physical and social risks to experience intense and complex sensations. Activities that offer high levels of stimulation, such as extreme sports, are preferred because they provide the necessary arousal that these individuals seek. Predictable routines or quiet practices are less appealing as they fail to provide the novelty desired.

280. (D) That all behavior is driven solely by the need to reduce primary drives.
The concepts of curiosity and sensation seeking demonstrate that motivation is not always about satisfying basic biological needs like hunger or thirst. These behaviors suggest that organisms have an intrinsic drive for stimulation and information gathering that exists independently of drive reduction. This challenges the idea that all human action is aimed at returning to a state of zero tension.

281. (A) Power.
The need for power is a social motive expressed through the desire to have a significant impact on others or the world. Individuals driven by this need often seek out leadership positions where they can exert control and influence group decisions. This motivation focuses on the ability to direct and manage social situations to achieve specific outcomes or personal influence.

282. (B) an individual's skills are well-matched to the challenges of an engaging activity.
Flow is described as an optimal state of consciousness that occurs when a person is

(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

28. Match List I with List II.
List I (Concept):
P. Obedience to Authority
Q. Conformity
R. Social Identity Theory
S. Realistic Conflict Theory
List II (Associated Theorist/Researcher):
1. Muzafer Sherif
2. Henri Tajfel
3. Solomon Asch
4. Stanley Milgram
(A) P-4, Q-3, R-2, S-1
(B) P-3, Q-4, R-1, S-2
(C) P-4, Q-2, R-3, S-1
(D) P-1, Q-3, R-2, S-4

29. Applied social psychology in the context of law would be most interested in which of the following topics?
(A) The impact of air quality on aggression.
(B) The effectiveness of different therapeutic interventions.
(C) The reliability of eyewitness testimony and jury decision-making.
(D) The effect of hospital design on patient recovery.

30. The feeling of being cramped and having one's personal space invaded is known as:
(A) Territoriality.
(B) Personalization.
(C) Social loafing.
(D) Crowding.

31. In Kurt Lewin's formula B = f(P, E), what does 'E' stand for?
(A) Environment.
(B) Emotion.
(C) Experience.
(D) Evolution.

32. A social psychologist adopting a psychodynamic perspective might be interested in which of the following phenomena?
I The role of unconscious defense mechanisms in prejudice.
II The impact of early childhood experiences on adult leadership style.
III The use of heuristics in social judgment.
IV The influence of group dynamics on decision-making.
V The projection of unacceptable impulses onto an out-group.
Which of the above would be studied from this perspective?
(A) III and IV only
(B) I, II, and V only
(C) I, III, and IV only
(D) All of the above

33. Which of the following is the best example of a way to reduce cognitive dissonance after buying an expensive, unnecessary item?
(A) Returning the item immediately to the retail store to obtain a full financial refund.
(B) Justifying the purchase by emphasizing its perceived unique features and long-term value.
(C) Intentionally focusing on the item's obvious functional flaws and its excessive retail price.
(D) Openly acknowledging that the specific purchase was a clearly irrational or foolish mistake.

34. The "Social Cognition" perspective in social psychology is best described as an approach that:
(A) Views people as "naive scientists" trying to understand their social world.
(B) Emphasizes the role of biological factors in social behavior.
(C) Focuses on the influence of unconscious forces on social interaction.
(D) Explains social phenomena through principles of reinforcement and punishment.

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The history of social psychology includes a shift towards more cognitive perspectives over time.
Reason (R): The rise of behaviorism in the mid-20th century provided the main impetus for the cognitive revolution in social psychology.
In light of the above statements, choose the correct answer:

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(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

36. Which statement about "attributions" is incorrect?
(A) Attributions are the explanations we generate for people's behavior.
(B) Attributions can be classified as either internal (dispositional) or external (situational).
(C) Cultural context can influence attributional tendencies.
(D) The fundamental attribution error involves overestimating situational factors in others' actions.

37. An attitude is considered to be strong and resistant to change if it is:
(A) Formed through indirect experience.
(B) Low in personal relevance.
(C) Based on direct personal experience.
(D) Held with little confidence.

38. Which of the following is an example of prosocial behavior that could be motivated by egoism?
(A) Secretly donating a large financial sum to a local community charity.
(B) Giving to charity to obtain a tax deduction and gain public recognition.
(C) Risking one's life to save a drowning stranger without any witnesses.
(D) Assisting a neighbor with physical labor without expecting a return favor.

39. The presence of other people is likely to lead to social loafing under what conditions?
(A) When individual performance is being monitored on a very simple task.
(B) When the task is highly complex and individual contributions are identifiable.
(C) When the group is cohesive and the task is considered intrinsically challenging.
(D) When the task is collective and individual efforts are not specifically evaluated.

40. Peer pressure is a specific form of:
(A) Conformity.
(B) Obedience.
(C) Reactance.
(D) Persuasion.

41. The effectiveness of a leader is a product of their style and which other factor, according to many contingency theories?
(A) Their physical attractiveness.
(B) Their level of intelligence.
(C) The characteristics of the situation.
(D) The number of followers they have.

42. Which theory posits that people are motivated to maintain fairness in their relationships, where their own ratio of outcomes to inputs matches that of the other person?
(A) Equity Theory.
(B) Social Exchange Theory.
(C) Balance Theory.
(D) Relative Deprivation Theory.

43. An individual's belief about their ability to control or influence their own health outcomes is a key topic in which area of applied social psychology?
(A) Social psychology and law.
(B) Social psychology and the environment.
(C) Social psychology and education.
(D) Social psychology and health.

44. An invisible boundary or bubble surrounding an individual, which others are not supposed to "burst," is referred to as:
(A) Territoriality.
(B) Personal space.
(C) Crowding.
(D) A life space.

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45. Consider the following statements about aggression:
I Aggression is always the result of frustration.
II Exposure to media violence can increase aggressive behavior through social learning.
III High temperatures are often correlated with increased rates of aggression.
IV Aggression is a purely biological phenomenon with no social component.
Which of the above statements are correct?
(A) I and IV only
(B) II and III only
(C) I, II, and III only

(D) II, III, and IV only

46. What is the primary difference between compliance and obedience?
(A) Obedience is a purely internal attitude change, while compliance is behavioral.
(B) Compliance involves responding to a direct order from a recognized superior.
(C) Both terms are synonymous and interchangeable within social influence research.
(D) Compliance responds to a request, while obedience responds to an authority's order.

47. The broad theoretical perspectives in social psychology primarily focus on:
(A) The broad motivational and cognitive forces that shape social life.
(B) The biological underpinnings of social behavior.
(C) The application of social psychology to real-world problems.
(D) The historical development of research methods in the field.

48. Match List I with List II.
List I (Social Phenomenon):
P. Social Loafing
Q. Social Facilitation
R. Conformity
S. Obedience
List II (Illustrative Example):
1. A soldier follows an order from a superior officer.
2. A cyclist rides faster when racing against others than when cycling alone.
3. A student claps at the end of a bad play because everyone else is clapping.
4. A group member contributes less effort to a tug-of-war team than when pulling a rope alone.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-2, R-3, S-1
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

49. Social Identity Theory suggests that a key part of our self-concept is derived from:
(A) Our unique personal attributes and accomplishments.
(B) The groups to which we belong.
(C) The financial rewards we receive for our work.
(D) The positive feedback we get from authority figures.

50. Arrange the following concepts in a logical sequence of cause and effect as suggested by Realistic Conflict Theory:
I Intergroup conflict and prejudice.
II Competition for scarce resources.
III Existence of two or more distinct groups.
IV Negative stereotypes of the out-group.
(A) III, II, I, IV
(B) II, I, IV, III
(C) III, I, II, IV
(D) I, IV, III, II

51. Heider's Balance Theory is concerned with cognitive consistency among three elements, often represented as a triad. What are these elements?
(A) A person (P), an attitude object (O), and a behavior (B).
(B) A person (P), a cost (C), and a reward (R).
(C) A person (P), another person (O), and an attitude object (X).
(D) A person (P), a group (G), and a norm (N).

52. Consider the following concepts:
I Persuasion.
II Conformity.
III Obedience.
IV Social Facilitation.
V Compliance.
Which of the above statement(s) is/are correct forms of social influence?
(A) I, II, III, and V only
(B) II, IV, and V only
(C) I, III, and IV only
(D) All of the above

53. A politician is delivering a speech. According to the study of social perception and communication, which aspect is likely to have the most significant impact on a live audience's impression of her?
(A) The specific numerical data and statistical evidence provided in the speech.
(B) The formal logical structure and argumentative flow used during the address.
(C) Nonverbal cues such as her tone of voice,

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Which of the above statements are correct factors that can increase the likelihood of prosocial behavior?
(A) I and IV only
(B) II, III, and V only
(C) I, II, and III only
(D) All of the above

93. A key contribution of the 'social cognition' perspective is its emphasis on:
(A) The role of unconscious desires in shaping social behavior.
(B) The genetic and evolutionary basis of social interactions.
(C) The role of cognitive processes like memory, attention, and interpretation.
(D) The power of the situation as described by Kurt Lewin.

94. The feeling of deprivation is considered 'relative' in Relative Deprivation Theory because it:
(A) Is based on an objective measure of poverty.
(B) Depends on a comparison with a specific standard or reference group.
(C) Is felt only by one's relatives.
(D) Is a temporary and fleeting emotion.

95. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Social Identity Theory, individuals are motivated to maintain a positive social identity.
Reason (R): A positive social identity is achieved by favorably comparing one's in-group to relevant out-groups.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

96. Which social influence tactic involves making a large, unreasonable request that is likely to be rejected, followed by a smaller, more reasonable one?
(A) Foot-in-the-door technique.
(B) Door-in-the-face technique.
(C) Low-ball technique.
(D) That's-not-all technique.

97. What does the term 'scope' in social psychology refer to?
(A) The historical origins of the field.
(B) The range of topics and phenomena studied by the field.
(C) The research methods used in the field.
(D) The philosophical underpinnings of the field.

98. The most significant finding of Milgram's obedience experiments was that:
(A) Many normal people will obey an authority figure's command to harm another.
(B) Most people are inherently sadistic and cruel.
(C) Americans are more obedient than people from other cultures.
(D) People are less obedient today than they were in the 1960s.

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99. An example of the application of social psychology to health is:
(A) Developing a new vaccine.
(B) Analyzing the chemical composition of prescription drugs.
(C) Understanding how social support networks buffer the effects of stress on health.
(D) Charting the spread of an infectious disease.

100. The concept of 'group dynamics' encompasses all of the following EXCEPT:
(A) The structure and functioning of groups.
(B) The ways groups influence individual members.
(C) The relationships between different groups.
(D) The isolated, intrapsychic processes of an individual.

101. Which theory focuses on the tension that arises from holding two or more inconsistent cognitions?
(A) Field Theory.
(B) Sociobiology.
(C) Cognitive Dissonance Theory.
(D) Social Exchange Theory.

102. In attribution theory, the "correspondence bias" is another name for:

(A) Social facilitation.
(B) Deindividuation.
(C) Social loafing.
(D) Groupthink.

65. Consider the following statements related to social influence:
I Conformity involves changing one's behavior to match that of others.
II Compliance involves changing one's behavior in response to a direct request.
III Obedience involves changing one's behavior in response to a command from an authority figure.
IV Reactance involves resisting social influence to protect one's freedom.
Which of the above statements are correct?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) All of the above are correct.

66. A leader who focuses on clear organizational goals, monitors progress, and provides rewards for performance is best described as a(n):
(A) Transactional leader.
(B) Transformational leader.
(C) Laissez-faire leader.
(D) Charismatic leader.

67. Marking or personalizing an area to signify ownership and to protect it from invasion is an act of:
(A) Crowding.
(B) Personal space maintenance.
(C) Territoriality.
(D) Social facilitation.

68. Match List I with List II.
List I (Theory):
P. Relative Deprivation Theory
Q. Social Exchange Theory
R. Equity Theory
S. Balance Theory
List II (Core Idea):
1. Perceived fairness of input/outcome ratios
2. Cognitive consistency in attitudinal triads
3. Comparison of outcomes to a deserved standard
4. Calculation of relational costs and benefits
(A) P-4, Q-1, R-2, S-3
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

69. In the context of attitude change, cultural context is important because:
(A) All cultures respond to persuasive messages in the exact same way.
(B) Attitude change is a phenomenon that only occurs in individualistic cultures.
(C) Cultural values can determine which types of persuasive arguments are most effective.
(D) Cultural context only affects behavior, not attitudes.

70. The "Minimal Group Experiment" provides strong evidence for which theory?
(A) Realistic Conflict Theory.
(B) Social Identity Theory.
(C) Social Exchange Theory.
(D) Equity Theory.

71. A person's 'life space' in Kurt Lewin's Field Theory consists of:
(A) The physical environmental setting they currently inhabit.
(B) The sequence of historical events that shaped their personality.
(C) The various social groups to which they officially belong.
(D) All psychological facts influential for that person at a given time.

72. Consider the following concepts:
I Schemas.
II Unconscious drives.
III Heuristics.
IV Life Space.
V Attribution.
Which of the above are central to the Social Cognition perspective?
(A) I, II, and IV only
(B) II, IV, and V only
(C) I, III, and V only
(D) I, III, and IV only

73. The discomfort Festinger described in Cognitive Dissonance Theory is primarily:
(A) A physiological discomfort.
(B) A social discomfort.
(C) A psychological discomfort.

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physical posture, and facial expressions.
(D) The total duration and chronological length of the political speech provided.

54. "I don't like Brand X cars (affective), I believe they are poorly made (cognitive), and I would never buy one (behavioral)." This statement illustrates the three components of:
(A) An attribution.
(B) An attitude.
(C) A schema.
(D) A stereotype.

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Social loafing is more likely to occur in large groups than in small groups.
Reason (R): In large groups, individuals may feel their personal contribution is less identifiable and less crucial to the group's success.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

56. The capacity to influence others, even when they try to resist this influence, is the definition of:
(A) Social power.
(B) Social cognition.
(C) Social exchange.
(D) Social facilitation.

57. Which theoretical perspective would be most likely to explain a person's tendency to help their genetic relatives as a way of promoting the survival of their own genes?
(A) Cognitive Dissonance Theory.
(B) Field Theory.
(C) Sociobiology.
(D) Social Cognition.

58. The history of social psychology is considered a foundational part of its study because:
(A) Understanding the field's evolution provides context for its current theories and methods.
(B) Modern social psychology is identical to its historical form.
(C) Only the historical perspectives are considered valid.
(D) The history of the field is irrelevant to its application.

59. The application of social psychological principles to jury selection and deliberation falls under the domain of social psychology and:
(A) Health.
(B) Environment.
(C) Education.
(D) Law.

60. The idea that we assess the value of a relationship by weighing its costs and rewards is central to:
(A) Balance Theory.
(B) Social Exchange Theory.
(C) Relative Deprivation Theory.
(D) Social Identity Theory.

61. Which of the following is NOT an example of a topic studied under the heading of "social perception"?
(A) How people form first impressions.
(B) How nonverbal communication affects judgments.
(C) How group size affects individual effort.
(D) How people make attributions for success and failure.

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62. A change in attitude that is brought about by a thoughtful consideration of the arguments and evidence in a message is referred to as:
(A) Peripheral route persuasion.
(B) Heuristic processing.
(C) Affective conditioning.
(D) Central route persuasion.

63. The phenomenon where the presence of others inhibits helping behavior is a key finding in research on:
(A) Prosocial behavior.
(B) Social loafing.
(C) Group polarization.
(D) Aggression.

64. Which concept describes a state where an individual in a group loses self-awareness and evaluation apprehension?

84. The Robbers Cave experiment, which is a classic demonstration of Realistic Conflict Theory, was conducted by:
(A) Solomon Asch.
(B) Stanley Milgram.
(C) Leon Festinger.
(D) Muzafer Sherif.

85. Consider the following theoretical perspectives:
I Field Theory
II Social Identity Theory
III Cognitive Dissonance
IV Sociobiology
Which of the above statement(s) is/are considered 'traditional theoretical perspectives' in social psychology?
(A) I and III only
(B) I, III, and IV only
(C) II and IV only
(D) All of the above

86. What is the fundamental idea behind the psychodynamic approach to social psychology?
(A) Social behavior is a product of rational cognitive processing.
(B) Social behavior is influenced by unconscious motives and early experiences.
(C) Social behavior is shaped by evolutionary pressures to reproduce.
(D) Social behavior is a function of the person and their immediate environment.

87. Which of the following correctly pairs a concept with its definition?
(A) Prosocial Behavior: Any action intended to harm another.
(B) Social Loafing: Enhanced performance in the presence of others.
(C) Conformity: A change in behavior due to a direct order.
(D) Attitude: An evaluation of a person, object, or idea.

88. Match List I with List II.
List I (Term):
P. Personal Space
Q. Crowding
R. Territoriality
S. Environmental Psychology
List II (Brief Description):
1. Behavior and psychological processes related to defending a physical space.
2. The subjective feeling of having too little space.
3. The physical space immediately surrounding a person.
4. The study of the interplay between individuals and their physical settings.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-3, Q-1, R-2, S-4
(D) P-4, Q-3, R-1, S-2

89. A state of balance in Heider's P-O-X model exists when:
(A) There is one positive and two negative relationships.
(B) There are two positive and one negative relationships.
(C) All three relationships are positive, or two are negative and one is positive.
(D) There are three negative relationships.

90. Arrange the following theories of intergroup relations in a sequence of their historical emergence or prominence:
I Realistic Conflict Theory
II Social Identity Theory
III Balance Theories
IV Sociobiology
(A) III, I, IV, II
(B) I, III, II, IV
(C) III, I, II, IV
(D) IV, II, I, III

91. The primary focus of 'social perception' is on:
(A) The way we perceive physical objects in our environment.
(B) The influence of group norms on individual perception.
(C) The perception of social injustices and inequalities.
(D) The way we form impressions of and make inferences about other people.

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92. Consider the following factors:
I The presence of a large number of bystanders.
II A feeling of empathy for the person in need.
III A sunny day and good weather.
IV The belief that someone else will intervene.
V Observing another person being helpful.

(D) A financial discomfort.

74. Applying social psychology to health issues would most likely involve studying:
(A) How doctor-patient communication affects treatment adherence.
(B) The genetic basis of hereditary diseases.
(C) The economic costs of healthcare systems.
(D) The historical evolution of medical practices.

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Muzafer Sherif's Robbers Cave experiment, intergroup hostility was reduced when the groups were given a superordinate goal.
Reason (R): Superordinate goals, which require cooperation between groups to be achieved, help to break down 'us versus them' thinking and foster a new, inclusive group identity.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

76. Which type of social power is based on the target's perception that the influencing agent has the right to make a request and the target has an obligation to comply?
(A) Referent Power.
(B) Legitimate Power.
(C) Expert Power.
(D) Coercive Power.

77. A key difference between aggression and assertiveness is:
(A) The level of emotion involved.
(B) The physical strength of the actor.
(C) The intent to cause harm.
(D) The social status of the target.

78. Which statement about the history of social psychology is most accurate?
(A) It has always been dominated by a single theoretical perspective.
(B) The field emerged fully formed and has not changed significantly.
(C) It developed completely independently from general psychology.
(D) Early work, like Triplett's 1898 study, often involved empirical investigation of social phenomena.

79. The study of how the physical environment, such as noise, heat, and pollution, affects social behavior falls under:
(A) Environmental Psychology.
(B) Health Psychology.
(C) Forensic Psychology.
(D) Cognitive Psychology.

80. A politician who attributes her election victory to her own skill and her opponent's loss to their incompetence is demonstrating:
(A) The fundamental attribution error.
(B) A self-serving bias.
(C) The actor-observer effect.
(D) A dispositional attribution for her own behavior.

81. According to Social Exchange Theory, a person will be dissatisfied with a relationship if:
(A) The relationship is perfectly equitable.
(B) The perceived costs exceed the perceived rewards.
(C) They belong to the same social group as their partner.
(D) Their partner has high referent power.

82. The process through which communication from one person changes the attitudes of another person is:
(A) Persuasion.
(B) Conformity.
(C) Obedience.
(D) Social Loafing.

83. A group's tendency to make decisions that are more extreme than the initial inclinations of its members is known as:
(A) Groupthink.
(B) Social loafing.
(C) Group polarization.
(D) Social facilitation.

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(A) The self-serving bias.
(B) The fundamental attribution error.
(C) The actor-observer effect.
(D) The confirmation bias.

103. A person who helps another without any expectation of personal gain or reward is demonstrating:
(A) Egoism.
(B) Reciprocity.
(C) Social exchange.
(D) Altruism.

104. When a person performs worse on a complex task in the presence of others, this is an example of:
(A) Social inhibition.
(B) Social loafing.
(C) Social facilitation.
(D) Social compensation.

105. Consider the following statements about groupthink:
I A strong pressure towards conformity.
II An illusion of invulnerability and unanimity.
III Encouragement of dissenting opinions.
IV Self-censorship of doubts and counter-arguments.
Which of the above statements are correct components of the group phenomenon known as 'groupthink'?
(A) I, II, and IV only
(B) I and III only
(C) II, III, and IV only
(D) All of the above

106. In the context of persuasion, which of the following is considered a 'source' factor?
(A) The credibility and attractiveness of the speaker.
(B) The use of fear in the message.
(C) The intelligence of the audience.
(D) The medium through which the message is delivered.

107. Which statement is an INCORRECT representation of the theories of intergroup relations?
(A) Realistic Conflict Theory attributes conflict to competition over resources.
(B) Social Identity Theory suggests that group membership is a source of self-esteem.
(C) Equity theory can be applied to understand feelings of fairness between groups.
(D) Relative Deprivation Theory says objective poverty is the sole cause of unrest.

108. Match List I with List II.
List I (Leadership Style):
P. Transactional
Q. Transformational
R. Laissez-faire
S. Authoritarian (Autocratic)
List II (Characteristic):
1. Inspires and motivates followers to transcend their self-interest for the good of the group.
2. Makes decisions unilaterally and dictates work methods.
3. Clarifies roles and tasks and provides rewards contingent on performance.
4. Gives the group complete freedom to make decisions and complete the work.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

109. The negative psychological consequences of population density are central to the study of:
(A) Personal space.
(B) Territoriality.
(C) Crowding.
(D) Social facilitation.

110. Which perspective explains altruism towards non-kin as a potentially adaptive strategy that could have been selected for during human evolution?
(A) Psychodynamic Approach.
(B) Field Theory.
(C) Social Learning.
(D) Sociobiology.

111. The nature of social psychology is often described as a bridge between which two disciplines?
(A) Psychology and sociology.
(B) Biology and anthropology.
(C) Philosophy and history.
(D) Economics and political science.

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112. Consider the following statements regarding social influence processes:
I Conformity is always a negative or maladaptive response.
II Obedience to authority can have both constructive and destructive consequences.
III Persuasion can occur through both high-effort (central) and low-effort (peripheral) routes.
IV Reactance is a form of compliance where an individual secretly agrees with a command.
V Social power can be derived from multiple sources, including expertise and liking.
Which of the above statements are correct?
(A) I, III, and IV only
(B) II, III, and V only
(C) I, II, and V only
(D) All of the above

113. A driver cuts you off in traffic. If you assume the driver is a reckless, inconsiderate person, you are making a(n) _____ attribution. If you consider that the driver might be rushing to a hospital, you are making a(n) _____ attribution.
(A) external; internal
(B) dispositional; situational
(C) situational; dispositional
(D) stable; unstable

114. The cultural context plays a significant role in attitude change because:
(A) Different cultures may be persuaded by appeals to either success or harmony.
(B) People from collectivistic cultures are immune to persuasion.
(C) All persuasive techniques are universally effective across cultures.
(D) Attitudes are genetically determined and not subject to cultural influence.

115. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Solomon Asch's conformity experiments, many participants gave an obviously incorrect answer when the other group members unanimously did so.
Reason (R): This conformity was primarily driven by informational social influence, as participants believed the group's judgment was more accurate than their own.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

116. A mode of thinking that people engage in when they are deeply involved in a cohesive in-group, where the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action, is called:
(A) Group Polarization.
(B) Social Facilitation.
(C) Social Loafing.
(D) Groupthink.

117. Which of the following is NOT one of French and Raven's bases of social power?
(A) Reward Power.
(B) Coercive Power.
(C) Financial Power.
(D) Referent Power.

118. Which theory would predict that you will come to like a new social media platform more if you have invested a lot of time and effort into creating your profile, even if the platform has few users?
(A) Social Exchange Theory.
(B) Cognitive Dissonance Theory (due to effort justification).
(C) Realistic Conflict Theory.
(D) Sociobiology.

119. The study of how jurors are influenced by factors such as a defendant's attractiveness or a lawyer's presentation style is an application of social psychology to:
(A) The environment.
(B) Health.
(C) Intergroup relations.
(D) Law.

120. Which of the following pairs is INCORRECTLY matched?
(A) Henri Tajfel - Realistic Conflict Theory
(B) Kurt Lewin - Field Theory

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(C) Leon Festinger - Cognitive Dissonance
(D) Muzafer Sherif - Robbers Cave Experiment

121. The "imagined or implied presence of others" in the definition of social psychology refers to:
(A) The influence of ghosts or supernatural beings.
(B) The influence of people we see on television.
(C) The influence of social norms and values even when we are alone.
(D) The influence of people we have never met.

122. The term "life space" in field theory encompasses:
(A) A person's past, present, and future psychological realities.
(B) A person's physical location only.
(C) A person's social network.
(D) A person's genetic makeup.

123. A core assumption of the sociobiological perspective is that:
(A) All social behavior is learned.
(B) The study of culture is irrelevant.
(C) Unconscious conflicts drive social interactions.
(D) Many social behaviors have a genetic basis and are subject to evolutionary pressures.

124. The psychodynamic approach, when applied to social psychology, might analyze prejudice as a result of:
(A) Faulty information processing.
(B) The projection of unwanted personal qualities onto an out-group.
(C) Competition for jobs.
(D) A learned association between a group and negative events.

125. Consider the following statements about the Social Cognition perspective:
I People are cognitive misers, trying to conserve mental effort.
II People use schemas to organize their knowledge about the social world.
III People's social judgments are often influenced by unconscious Freudian slips.
IV People's judgments can be biased by the use of heuristics like availability and representativeness.
Which of the above statements are correct?
(A) I and III only
(B) II, III, and IV only
(C) I, II, and IV only
(D) All of the above

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126. Which type of communication is often seen as more "honest" and harder to control, making it a key focus in social perception?
(A) Written communication.
(B) Formal speeches.
(C) Email communication.
(D) Nonverbal communication.

127. A person's overall evaluation, either positive or negative, of a person, object, or issue is their:
(A) Attitude.
(B) Schema.
(C) Attribution.
(D) Heuristic.

128. Match List I with List II.
List I (Key Figure):
P. Stanley Milgram
Q. Solomon Asch
R. Kurt Lewin
S. Leon Festinger
List II (Primary Contribution/Concept):
1. Field Theory, B=f(P,E)
2. Cognitive Dissonance
3. Conformity Studies (line judgment task)
4. Obedience to Authority Experiments
(A) P-4, Q-3, R-1, S-2
(B) P-3, Q-4, R-2, S-1
(C) P-4, Q-2, R-1, S-3
(D) P-1, Q-3, R-2, S-4

129. Which of these is an example of prosocial behavior?
(A) Pushing someone out of the way to get a seat on a bus.
(B) Volunteering at a soup kitchen.
(C) Working hard on a project to get a promotion.
(D) Yelling at another driver in a traffic jam.

130. The Ringelmann effect is a historical precedent for the modern concept of:
(A) Social loafing.
(B) Social facilitation.
(C) Group polarization.
(D) Deindividuation.

131. The primary distinction between conformity and compliance is:
(A) The level of authority of the influencing agent.
(B) The degree of attitude change involved.
(C) The presence of a direct request in compliance.
(D) The size of the group exerting influence.

132. Consider the following:
I Social Identity Theory.
II Realistic Conflict Theory.
III Relative Deprivation Theory.
IV Social Cognition Theory.
V Equity Theory.
Which of the above are considered key theories of intergroup relations?
(A) I, II, and III only
(B) I, II, III, and V only
(C) II, IV, and V only
(D) All of the above

133. A transformational leader is one who:
(A) Focuses on rewards and punishments to achieve goals.
(B) Adopts a hands-off approach, letting the group manage itself.
(C) Inspires followers with a vision and a sense of mission.
(D) Relies solely on their legitimate authority.

134. Realistic Conflict Theory was famously demonstrated in which classic social psychology study?
(A) The Milgram obedience experiment.
(B) The Robbers Cave experiment.
(C) The Asch conformity study.
(D) The Stanford Prison Experiment.

135. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Equity Theory, people feel distressed in both under-benefited and over-benefited relationships.
Reason (R): The theory posits that individuals are motivated to restore equity, and the feeling of being over-benefited can lead to guilt and a desire to make amends.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

136. An area of applied social psychology focused on promoting behaviors that benefit the natural world is:
(A) Environmental psychology.
(B) Health psychology.
(C) Legal psychology.
(D) Consumer psychology.

137. Which statement best reflects the concept of 'crowding'?
(A) It is an objective measure of the number of people per square foot.
(B) It is the same as population density.
(C) It is a subjective psychological state of distress due to a perception of insufficient space.
(D) It is a positive state that always enhances performance.

138. What is a defining feature of the "psychodynamic approaches" in social psychology?
(A) Emphasis on the role of unconscious conflicts and motivations.
(B) Focus on observable behaviors and their environmental triggers.
(C) Analysis of social phenomena through cost-benefit calculations.
(D) Use of computer models to simulate social information processing.

139. A person changing their attitude to align with their behavior in order to reduce discomfort is a central prediction of:
(A) Social Identity Theory.
(B) Realistic Conflict Theory.
(C) Social Exchange Theory.
(D) Cognitive Dissonance Theory.

140. Place the following social psychology concepts in a chronological sequence based on when they became major areas of research:
I Social Facilitation
II Attitude Measurement
III Cognitive Dissonance

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IV Social Cognition
(A) I, II, III, IV
(B) II, I, IV, III
(C) I, III, II, IV
(D) III, IV, I, II

141. The fundamental attribution error is the tendency to:
(A) Overestimate situational factors and underestimate dispositional factors in explaining our own behavior.
(B) Attribute our successes to our own efforts and our failures to external factors.
(C) Overestimate dispositional factors and underestimate situational factors in explaining others' behavior.
(D) Attribute others' successes to luck and their failures to their character.

142. A change in behavior, but not necessarily in attitude, in response to social influence is known as:
(A) Private acceptance.
(B) Persuasion.
(C) Conversion.
(D) Public compliance.

143. Which of the following is an example of aggression as defined by social psychologists?
(A) Spreading a malicious rumor about a coworker.
(B) A dentist drilling a tooth.
(C) Accidentally tripping someone.
(D) A hunter shooting an animal for food.

144. According to Social Identity Theory, when is group membership most likely to become a salient part of one's identity?
(A) When the group is performing poorly.
(B) When one's group is in a situation of intergroup comparison or conflict.
(C) When an individual is physically alone.
(D) When group boundaries are unclear and permeable.

145. Social power can be derived from which of the following sources?
I The ability to administer punishments (Coercive power).
II Being highly liked and respected (Referent power).
III Possessing specialized knowledge or skills (Expert power).
IV Holding a formal position of authority (Legitimate power).
Which of the above are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) All of the above

146. 'Territoriality' in social psychology refers to:
(A) Behaviors and cognitions related to the possession, marking, and defense of a physical space.
(B) An aggressive tendency to invade others' space.
(C) The psychological discomfort caused by high density.
(D) The tendency to prefer being in crowded places.

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147. A theoretical perspective that emphasizes the wholeness of experience and the interaction of forces within a psychological field is:
(A) Sociobiology.
(B) Social Cognition.
(C) Field Theory.
(D) Psychodynamic Approach.

148. Match List I with List II.
List I (Intergroup Theory):
P. Realistic Conflict Theory
Q. Social Identity Theory
R. Relative Deprivation Theory
S. Equity Theory
List II (Central Focus):
1. In-group favoritism and self-esteem
2. Perceived discrepancy between "what is" and "what ought to be"
3. Competition for scarce, tangible resources
4. Fairness in the ratio of contributions to outcomes
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-2, Q-3, R-1, S-4

149. The influence of one's peer group on an adolescent's choices regarding fashion or music is a classic example of:
(A) Obedience.

(B) Social comparison.
(C) Calculation of costs and rewards.
(D) In-group favoritism.

190. In the context of applied social psychology, encouraging recycling and energy conservation falls under the subfield of:
(A) Health.
(B) Law.
(C) Education.
(D) Environment.

191. A key finding from Asch's conformity studies is that:
(A) The presence of a single ally who gives the correct answer dramatically reduces conformity.
(B) People are always rational and independent in their judgments.
(C) Conformity increases as the task becomes easier and more obvious.
(D) People conform more when they can write down their answers in private.

192. Consider the following:
I Change one of the dissonant cognitions.
II Add new consonant cognitions to justify the behavior.
III Decrease the importance of the dissonant cognitions.
IV Intentionally increase the dissonance to motivate change.
V Ignore the dissonance until it goes away on its own.
Which of the above statement(s) is/are considered valid ways to reduce cognitive dissonance?
(A) I, II, and III only
(B) I, IV, and V only
(C) II, III, and IV only
(D) All of the above

193. The concept that behavior is a function of the person and the environment, B=f(P,E), is most closely associated with:
(A) Leon Festinger.
(B) Kurt Lewin.
(C) B.F. Skinner.
(D) Sigmund Freud.

194. The study of how people select, interpret, remember, and use social information is the central theme of:
(A) Social cognition.
(B) Sociobiology.
(C) The psychodynamic approach.
(D) Field theory.

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The theory of social facilitation predicts that the presence of others will always improve performance.
Reason (R): The presence of an audience creates arousal, which enhances the performance of all types of tasks, both simple and complex.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) Both A and R are false.

196. The study of how police interrogations can sometimes lead to false confessions is an example of applied social psychology in the field of:
(A) Health.
(B) Environment.
(C) Education.
(D) Law.

197. Which of the following best captures the essence of Social Exchange Theory?
(A) People are motivated by a desire for fairness and equity.
(B) People are motivated to see their own groups as superior.
(C) People are motivated to maintain relationships that are profitable, where rewards exceed costs.
(D) People are motivated to reduce inconsistencies in their beliefs.

198. The tendency for a group to shift toward a more extreme view after a discussion is called:
(A) Groupthink.
(B) Group polarization.

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159. Which of the following is a classic example of research on obedience?
(A) Milgram's shock experiments.
(B) Asch's line judgment studies.
(C) Sherif's Robbers Cave study.
(D) Tajfel's minimal group studies.

160. What is a primary cause of intergroup conflict according to Realistic Conflict Theory?
(A) Incompatible group identities.
(B) A zero-sum competition for valued, limited resources.
(C) Negative stereotypes learned in childhood.
(D) A lack of communication between group leaders.

161. The study of the "history of social psychology" helps to understand:
(A) Why certain theories became popular at certain times.
(B) All of the above.
(C) The progression from philosophical speculation to empirical science.
(D) The influence of major world events on the field's development.

162. The discomfort experienced from the inconsistency between the attitude "smoking is bad" and the behavior "I smoke a pack a day" is:
(A) Cognitive dissonance.
(B) Social loafing.
(C) Relative deprivation.
(D) Groupthink.

163. The perspective that analyzes social behaviors like altruism and aggression in terms of their contribution to the survival of one's genes is:
(A) Field Theory.
(B) Social Cognition.
(C) Sociobiology.
(D) Psychodynamic Approach.

164. 'Attributions' are the processes by which people:
(A) Form and change their attitudes.
(B) Influence each other in groups.
(C) Decide whether to help someone in need.
(D) Explain the causes of behavior and events.

165. Consider the following fields of study:
I Social psychology and health.
II Social psychology and the environment.
III Social psychology and law.
IV Social psychology and sports performance.
Which of the above are standard examples of applied social psychology?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) All of the above

166. Which statement best defines an 'attitude' in the context of social psychology?
(A) A temporary mood or feeling.
(B) A learned, global evaluation that influences thought and action.
(C) A personality trait, such as extroversion.
(D) An unconscious drive or motivation.

167. Social loafing can be reduced by all of the following EXCEPT:
(A) Making individual contributions identifiable.
(B) Making the task more challenging and appealing.
(C) Increasing group cohesion.
(D) Increasing the size of the group.

168. Match List I with List II.
List I (Social Influence Concept):
P. Conformity
Q. Compliance
R. Obedience
S. Persuasion
List II (Definition):
1. Changing behavior in response to a direct request.
2. Changing attitudes through communication.
3. Changing behavior to match others' actions or norms.
4. Changing behavior in response to a direct order from an authority.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

169. What is the central thesis of Relative Deprivation Theory?
(A) People feel deprived only when they are in a state of absolute poverty.
(B) Deprivation is an objective state that can be measured by income levels.

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(B) Reactance.
(C) Peer pressure and conformity.
(D) Social loafing.

150. A leader who empowers followers, encourages creativity, and acts as a role model is demonstrating a _____ leadership style.
(A) Transactional
(B) Transformational
(C) Laissez-faire
(D) Autocratic

151. Which of the following represents the most accurate description of the scope of social psychology?
(A) It is limited to the study of romantic relationships.
(B) It focuses solely on abnormal social behaviors.
(C) It is a non-scientific discipline based on common sense and intuition.
(D) It encompasses a wide range of topics from individual cognition about the social world to group and intergroup processes.

152. According to social psychological theories, which of the following could be antecedents of aggression?
I Experiencing frustration.
II Being in an uncomfortably hot environment.
III Observing aggression in the media or in one's family.
IV Being in a state of deindividuation within a crowd.
V Having one's personal freedom threatened.
Which of the above statements are correct?
(A) I and III only
(B) I, II, and III only
(C) I, II, III, and IV only
(D) All of the above

153. A "balanced" state in Heider's P-O-X theory would be a situation where:
(A) You like your friend, your friend likes a movie, and you dislike the movie.
(B) You like your friend, your friend dislikes a movie, and you like the movie.
(C) You like your friend, your friend likes a movie, and you also like the movie.
(D) You dislike your friend, your friend likes a movie, and you also like the movie.

154. Social Exchange Theory views human relationships as being based on:
(A) A rational analysis of profits and losses.
(B) Unconscious needs and desires.
(C) The need to maintain cognitive consistency.
(D) An innate drive to form social bonds.

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The presence of other people can sometimes impair performance on complex or novel tasks.
Reason (R): The increased arousal from the presence of others facilitates the dominant response, which, for difficult tasks, is often an incorrect one.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

156. In applied social psychology, which topic is most directly concerned with the physical setting's impact on behavior?
(A) Health.
(B) Environment.
(C) Law.
(D) Intergroup relations.

157. A person agrees to put a small "Drive Safely" sign in their window. A week later, they are more likely to agree to put a large, ugly "Drive Safely" billboard on their front lawn. This is an example of the:
(A) Door-in-the-face technique.
(B) Low-ball technique.
(C) Foot-in-the-door technique.
(D) Reactance effect.

158. The study of leadership style and effectiveness is part of the broader topic of:
(A) Social perception.
(B) Attitude change.
(C) Prosocial behavior.
(D) Group dynamics.

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179. A military general who gives orders that are expected to be followed without question is relying on which type of social influence?
(A) Persuasion.
(B) Conformity.
(C) Obedience.
(D) Peer pressure.

180. A person who feels that their freedom to choose is being threatened is likely to experience:
(A) Obedience.
(B) Conformity.
(C) Compliance.
(D) Reactance.

181. The tendency to search for, interpret, and recall information in a way that confirms one's preexisting beliefs is a cognitive bias relevant to which perspective?
(A) Field Theory.
(B) Sociobiology.
(C) Social Cognition.
(D) Psychodynamic Approach.

182. A juror who is swayed by a lawyer's "expert" witness and well-tailored suit, rather than the content of the witness's testimony, is being influenced via the:
(A) Central route to persuasion.
(B) Peripheral route to persuasion.
(C) Foot-in-the-door route.
(D) Fundamental attribution error.

183. Which theory suggests that helping and cooperation can be seen as a series of transactions where people try to maximize their rewards and minimize their costs?
(A) Balance Theory.
(B) Relative Deprivation Theory.
(C) Social Identity Theory.
(D) Social Exchange Theory.

184. The Robbers Cave experiment showed that intergroup hostility, once created, could be effectively reduced by:
(A) Introducing superordinate goals that required intergroup cooperation.
(B) Providing favorable information about the out-group.
(C) Simply bringing the groups into non-competitive contact.
(D) Having the group leaders negotiate a peace treaty.

185. Consider the following:
I Leadership style.
II Social loafing.
III Leadership effectiveness.
IV Social facilitation.
Which of the above are aspects included in the study of 'group dynamics'?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) All of the above

186. The desire to affiliate with others and be a member of a group is a fundamental topic in:
(A) Social psychology.
(B) Clinical psychology.
(C) Developmental psychology.
(D) Cognitive neuroscience.

187. The belief "what I have is not as good as what I believe I am entitled to" is the essence of:
(A) Realistic conflict.
(B) Social exchange.
(C) Cognitive dissonance.
(D) Relative deprivation.

188. Match List I with List II.
List I (Social Psychology Term):
P. Fundamental Attribution Error
Q. Self-Serving Bias
R. Prosocial Behavior
S. Aggression
List II (Example):
1. Donating blood.
2. Spreading a false rumor to hurt someone's reputation.
3. Assuming someone who is late is lazy, rather than stuck in traffic.
4. Taking credit for a success but blaming failure on bad luck.
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

189. Which concept is NOT part of the Social Identity Theory framework?
(A) Social categorization.

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reinforcement.
(D) Frustration when a goal is blocked.

209. The feeling that your group is worse off than other groups, which you believe is unfair, is an example of:
(A) In-group bias.
(B) Group-based relative deprivation.
(C) Realistic conflict.
(D) Social exchange failure.

210. A doctor who wants to increase a patient's adherence to a medication regimen is dealing with a problem in the domain of applied social psychology and:
(A) Health.
(B) Law.
(C) Environment.
(D) Politics.

211. Which theoretical approach would be most interested in how mental frameworks (schemas) about social groups influence how we perceive and remember information about their members?
(A) Sociobiology.
(B) Psychodynamic Approach.
(C) Social Cognition.
(D) Field Theory.

212. What is the most fundamental difference between social facilitation and social loafing?
(A) The type of task (simple vs. complex).
(B) The size of the group.
(C) The gender of the participants.
(D) Whether individual performance is being evaluated or not.

213. "I help my neighbor because she might help me in the future." This thinking best reflects which principle of prosocial behavior?
(A) Pure altruism.
(B) Kin selection.
(C) The norm of reciprocity.
(D) Empathy-altruism hypothesis.

214. If you believe someone is a "warm" person, you may also assume they are friendly, generous, and good-natured. This is an example of a(n):
(A) Central trait influencing impression formation.
(B) Situational attribution.
(C) Stereotype threat.
(D) Social loafing effect.

215. The historical development of social psychology was significantly influenced by:
(A) The complete rejection of any scientific methodology.
(B) A focus solely on philosophical, non-empirical questions.
(C) The idea that social behavior is entirely genetically determined.
(D) The rise of behaviorism, which it initially reacted against and later integrated with cognitive concepts.

216. A basketball player performs better in a sold-out arena than she does in an empty gym. This is a classic example of:
(A) Social facilitation.
(B) Social loafing.
(C) Conformity.
(D) Obedience.

217. When members of a jury are influenced by the defendant's physical attractiveness, what process is at play?
(A) A central route to persuasion.
(B) The operation of a heuristic or peripheral cue.
(C) A rational assessment of guilt or innocence.
(D) The process of social loafing.

218. According to Balance Theory, which of the following is an 'unbalanced' triad that would create psychological tension?
(A) You like your friend (+), your friend dislikes your favorite political candidate (-), and you like the candidate (+).
(B) You like your roommate (+), your roommate likes a loud rock band (+), and you like the band (+).
(C) You dislike your boss (-), your boss praises a project you worked on (+), and you are proud of the project (+).
(D) You dislike your rival (-), your rival dislikes a movie you also dislike (-), and you dislike the movie (-).

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(C) Social loafing.
(D) Deindividuation.

199. A person who influences others because of their attractive personality and the respect they command is wielding:
(A) Coercive power.
(B) Legitimate power.
(C) Reward power.
(D) Referent power.

200. Arrange these classic studies/theories in the correct chronological order of their initial publication or major impact:
I Asch's Conformity Studies
II Milgram's Obedience Experiments
III Festinger's Cognitive Dissonance Theory
IV Tajfel's Social Identity Theory
(A) I, III, II, IV
(B) III, I, IV, II
(C) I, II, III, IV
(D) II, IV, I, III

201. Which of the following situations is most likely to produce reactance?
(A) A friend politely asks for a small favor.
(B) A sign says "Please do not touch."
(C) A parent says "You are absolutely forbidden from seeing that person ever again!"
(D) A group of friends is deciding where to eat dinner.

202. Which statement accurately differentiates social psychology from sociology?
(A) Social psychology focuses more on the individual in the social context, while sociology focuses more on broad societal structures.
(B) Social psychology uses scientific methods, whereas sociology does not.
(C) Social psychology studies groups, while sociology studies individuals.
(D) There is no significant difference between the two fields.

203. A company CEO who believes the company is morally right and invulnerable to failure, while suppressing any dissenting opinions from board members, is likely fostering a climate of:
(A) Group polarization.
(B) Social facilitation.
(C) Social loafing.
(D) Groupthink.

204. In the Minimal Group Experiment, the key finding was that individuals would:
(A) Distribute rewards equally between members of the in-group and out-group regardless of identity.
(B) Award more points to in-group members, even at a cost to their own group's absolute gain.
(C) Award significantly more points to out-group members in a deliberate attempt to appear unbiased.
(D) Refuse to distribute any points or rewards until the groups had a chance for meaningful interaction.

205. According to research on crowding, the negative effects are often mediated by:
(A) An increase in temperature.
(B) A decrease in available resources.
(C) A perceived lack of control over social interactions.
(D) The physical size of the individuals in the crowd.

206. A person who works hard to achieve a difficult goal and then rates the goal as highly valuable, even if it is objectively mediocre, is demonstrating:
(A) Social loafing.
(B) The fundamental attribution error.
(C) The bystander effect.
(D) Effort justification.

207. The study of verbal and nonverbal _____ is a cornerstone of understanding social perception.
(A) communication
(B) compliance
(C) reactance
(D) dissonance

208. All of the following are potential explanations for aggressive behavior EXCEPT:
(A) Biological influences, such as testosterone levels.
(B) A universal and innate desire for peaceful cooperation.
(C) Learning through observation and

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(C) Social conflict arises from the perception that one's group is unfairly disadvantaged compared to a relevant reference group.
(D) All social behavior is an exchange of goods aimed at minimizing deprivation.

170. According to Equity Theory, a relationship is perceived as fair when:
(A) The ratio of one partner's outcomes to inputs is equal to the other partner's ratio.
(B) Both partners receive equal outcomes.
(C) Both partners put in equal effort.
(D) The rewards for both partners significantly outweigh the costs.

171. Which perspective emphasizes mental shortcuts, or heuristics, in explaining how people make social judgments?
(A) Psychodynamic Approach.
(B) Field Theory.
(C) Sociobiology.
(D) Social Cognition.

172. Consider the following statements about Group Dynamics:
I Leadership is a key aspect of group dynamics.
II Group decision-making is always superior to individual decision-making.
III Cohesive groups can be susceptible to flawed decision-making processes like groupthink.
IV Social loafing is a potential negative outcome of group work.
V Group performance is unaffected by leadership style.
Which of the above statements are correct?
(A) I, II, and V only
(B) II, IV, and V only
(C) I, III, and IV only
(D) All of the above

173. The study of how attitudes influence health-related behaviors, such as smoking or exercising, is a topic within:
(A) Applied social psychology of law.
(B) Applied social psychology of the environment.
(C) Applied social psychology of health.
(D) Intergroup relations theories.

174. The concept of 'personal space' is best described as:
(A) A fixed, universal distance people maintain from others.
(B) The legal ownership of a piece of land.
(C) The tendency to mark one's environment.
(D) A flexible, culturally-variable zone of comfort around an individual.

175. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Minimal Group Paradigm demonstrates that meaningful, long-term conflict is a necessary precondition for intergroup discrimination.
Reason (R): In Tajfel's experiments, participants showed in-group favoritism even when group membership was based on trivial and arbitrary criteria.
In light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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176. Which of the following is NOT a theory of intergroup relations?
(A) Realistic Conflict Theory.
(B) Cognitive Dissonance Theory.
(C) Social Identity Theory.
(D) Balance Theory.

177. When the presence of others leads to increased arousal and the strengthening of dominant responses, the phenomenon is called:
(A) Social loafing.
(B) Social facilitation.
(C) Social exchange.
(D) Social comparison.

178. A salesperson who gets you to agree to a deal and then, just before you sign, adds on extra fees and charges is using the:
(A) Low-balling technique.
(B) Foot-in-the-door technique.
(C) Door-in-the-face technique.
(D) Reactance technique.

219. A politician blaming immigrants for a country's economic problems, even when the evidence points to other causes, could be an example of:
(A) Realistic Conflict Theory.
(B) Scapegoating based on the Frustration-Aggression hypothesis.
(C) Social Identity Theory.
(D) All of the above.

220. The effectiveness of a particular leadership style often depends on factors like group morale and task structure. This idea is central to:
(A) Social Identity Theory.
(B) Contingency theories of leadership.
(C) Social Exchange Theory.
(D) Cognitive Dissonance Theory.

221. Which perspective posits that our social behaviors exist in their current form because they provided a reproductive or survival advantage to our ancestors?
(A) Field Theory.
(B) Social Cognition.
(C) Sociobiology.
(D) Psychodynamic Approach.

222. In a tug-of-war, the total force exerted by a team of eight people is less than eight times the force exerted by a single person. This is due to:
(A) Social facilitation.
(B) Group polarization.
(C) Poor leadership.
(D) Social loafing.

223. What is the key difference between aggression and prosocial behavior?
(A) The intention to help versus the intention to harm.
(B) The level of physical activity involved.
(C) The social status of the people involved.
(D) Whether the action is rewarded or punished.

224. The study of how individuals in dense urban environments adapt their use of public spaces is a topic within:
(A) Social psychology and health.
(B) Environmental psychology and territoriality.
(C) Social psychology and law.
(D) Theories of intergroup relations.

225. A teacher who has special knowledge in a subject holds which type of power over her students?
(A) Coercive Power.
(B) Expert Power.
(C) Legitimate Power.
(D) Referent Power.

226. The idea that we have a need for cognitive consistency and feel uncomfortable when our attitudes and behaviors are in conflict is the basis of:
(A) Both (B) and (C).
(B) Balance Theory.
(C) Cognitive Dissonance Theory.
(D) Equity Theory.

227. In the context of intergroup relations, the 'minimal group experiment' demonstrates the power of _____ in creating bias.
(A) competition
(B) past conflict
(C) mere categorization
(D) shared resources

228. Stanley Milgram's research on obedience was controversial primarily because:
(A) The results were not replicable.
(B) It used non-human subjects.
(C) The experimental design was flawed and lacked a control group.
(D) It caused significant psychological distress to the participants.

229. A health campaign that uses a credible and likable celebrity to promote vaccination is trying to leverage principles of:
(A) Obedience.
(B) Persuasion.
(C) Social loafing.
(D) Reactance.

230. A person who feels that they are getting more out of a relationship than they are putting in, compared to their partner, might feel guilty according to:
(A) Social Exchange Theory.
(B) Equity Theory.
(C) Social Identity Theory.
(D) Balance Theory.

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275. The text implies that an effective persuasive message in a collectivistic culture would most likely appeal to:
(A) personal gain and self-interest.
(B) individual uniqueness and independence.
(C) group goals and collective welfare.
(D) analytical reasoning and logical facts exclusively.

Direction : Please read the following source carefully.

Prosocial behavior refers to a broad range of voluntary actions intended to benefit one or more people other than oneself. This category of behavior includes acts such as helping, sharing, donating, cooperating, and volunteering. While often used interchangeably, it is distinct from altruism, which is typically defined as a selfless concern for the well-being of others, where helping is motivated purely by a desire to benefit someone else, with no expectation of external reward. Social psychology investigates the complex interplay of factors that promote or inhibit prosocial behavior. Situational variables can have a powerful effect; for instance, the presence of other people can sometimes lead to a diffusion of responsibility, making individuals less likely to help in an emergency. On the other hand, individual factors such as empathy—the capacity to understand and share the feelings of another—are strongly correlated with a greater tendency to engage in prosocial acts. The study of prosocial behavior provides a crucial counterpoint to the study of negative social behaviors like aggression, highlighting the human capacity for kindness and cooperation. It explores the conditions under which people transcend self-interest to contribute to the welfare of others and the smooth functioning of social groups.

Based on the above source, attempt the following five questions.

276. What is the defining characteristic of prosocial behavior as described in the text?
(A) It is a voluntary action intended to benefit another person.
(B) It is an action that is always motivated by self-interest.
(C) It is a behavior mandated by law or authority.
(D) It is an action performed with the expectation of a reward.

277. How does the passage distinguish altruism from the broader category of prosocial behavior?
(A) Altruism is involuntary, whereas prosocial behavior is voluntary.
(B) Prosocial behavior benefits others, whereas altruism benefits only oneself.
(C) Prosocial behavior is common, whereas altruism is a purely theoretical concept.
(D) Altruism is motivated by selflessness, while prosocial behavior can have various motives.

278. The passage mentions that the presence of other people can sometimes inhibit helping. This phenomenon is an example of:
(A) an individual factor.
(B) a situational variable.
(C) an empathy-driven response.
(D) an altruistic motive.

279. According to the text, which individual factor is strongly associated with the tendency to engage in prosocial behavior?
(A) High intelligence.
(B) A desire for social status.
(C) The capacity for empathy.
(D) A competitive nature.

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280. The study of prosocial behavior is considered a "crucial counterpoint" to the study of aggression because it:
(A) proves that aggression is not a natural human tendency.
(B) shows that situational factors are irrelevant in social behavior.
(C) demonstrates that all human behavior is ultimately selfish.
(D) focuses on the positive aspects of social interaction and cooperation.

Direction : Please read the following source carefully.

The presence of others can have a profound and often contradictory impact on individual performance, a phenomenon explored through the concepts of social facilitation and social loafing. Social facilitation refers to the tendency for people to perform simple or well-learned tasks better when in the presence of others than when alone. Conversely, for complex or newly learned tasks, the presence of others can impair performance. This effect is often attributed to the increased

group affiliations.
(B) Achieve cognitive balance.
(C) Maximize their personal rewards and minimize costs.
(D) Reduce the gap between what they have and what they feel they deserve.

243. A leader who is effective because they are an expert in their field, regardless of their formal title, is demonstrating the power of:
(A) Legitimate authority.
(B) Referent power.
(C) Expert power.
(D) Coercive power.

244. If a group of moderately prejudiced students discusses racial issues, their attitudes are likely to become even more prejudiced. This illustrates:
(A) Groupthink.
(B) Social loafing.
(C) The bystander effect.
(D) Group polarization.

245. The "psychological field" or "life space" in Lewin's theory is best described as:
(A) A physical area of land.
(B) The person's subjective reality at a given moment.
(C) A person's entire life history.
(D) The objective, scientific reality of a situation.

246. The scientific study of how we think about, influence, and relate to one another is a concise definition of:
(A) Sociology.
(B) Social Psychology.
(C) Anthropology.
(D) Personality Psychology.

247. The primary difference between prosocial behavior and altruism is that:
(A) Altruism is a broader category than prosocial behavior.
(B) Prosocial behavior is motivated by egoistic concerns, while altruism is not.
(C) There is no difference; the terms are synonymous.
(D) Altruism is a type of prosocial behavior motivated by an unselfish desire to help.

248. The theoretical perspectives such as Field Theory and Cognitive Dissonance are termed 'traditional' because they:
(A) Formed the foundational, grand theories of the mid-20th century.
(B) Are no longer considered valid or useful.
(C) Are based on non-scientific, traditional beliefs.
(D) Focus only on traditional, non-Western societies.

249. Which theory best explains the discomfort one feels after making a difficult choice between two equally attractive options?
(A) Social Exchange Theory.
(B) Realistic Conflict Theory.
(C) Cognitive Dissonance Theory.
(D) Social Identity Theory.

250. Which of the following research questions falls most squarely within the domain of applied social psychology and law?
(A) Which variables specifically impact the perceived credibility of a legal eyewitness?
(B) How does extreme ambient heat affect individual rates of aggression?
(C) How can a leader motivate a team to be more creative?
(D) What are the evolutionary roots of altruism?

Direction : Please read the following source carefully.

Social psychology as a scientific discipline is primarily concerned with understanding how the thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined, or implied presence of others. Its nature is scientific, employing empirical methods such as experiments and correlational studies to test hypotheses about social behavior. The scope of social psychology is vast, encompassing a wide spectrum of topics from intrapersonal processes like social cognition and attitude formation to interpersonal phenomena such as prosocial behavior, aggression, and social influence. Historically, the field emerged as a distinct discipline in the late 19th and early 20th centuries, distinguishing itself from its parent disciplines of psychology and sociology. While psychology focused on the individual and sociology on the group or society, social psychology carved its niche by examining the

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individual within the social context. Its history is marked by the development of seminal theories and landmark studies that have profoundly shaped our understanding of human social life, moving from broad philosophical inquiries to rigorous scientific investigation of the interplay between individual psychology and social forces. The discipline's relevance continues to grow as it addresses contemporary social issues.

Based on the above source, attempt the following five questions.

251. According to the text, what is the primary focus of social psychology?
(A) The study of societal structures and institutions.
(B) The examination of how individuals are influenced by their social environment.
(C) The analysis of individual psychological disorders.
(D) The historical development of philosophical thought on society.

252. The passage describes the nature of social psychology as:
(A) scientific and empirical.
(B) philosophical and speculative.
(C) primarily sociological.
(D) purely theoretical and abstract.

253. How did social psychology distinguish itself from its parent disciplines?
(A) By focusing exclusively on large-scale societal trends.
(B) By concentrating on the individual in isolation from social factors.
(C) By studying the individual within their social context.
(D) By adopting a purely historical approach to human behavior.

254. Which of the following best encapsulates the scope of social psychology as described in the paragraph?
(A) A narrow focus on either intrapersonal or interpersonal phenomena, but not both.
(B) A limited inquiry into historical social events.
(C) An exclusive study of group behavior without considering the individual.
(D) A broad range covering both individual cognitive processes and social interactions.

255. The text suggests that the "imagined or implied presence of others" means that social influence can occur:
(A) only during face-to-face interactions.
(B) only when an individual is part of a large crowd.
(C) even when an individual is physically alone.
(D) exclusively through direct commands from an authority.

Direction : Please read the following source carefully.

Among the traditional theoretical perspectives in social psychology, Kurt Lewin's Field Theory and Leon Festinger's theory of Cognitive Dissonance offer profound insights into human behavior. Field Theory posits that behavior (B) is a function of the person (P) and their psychological environment (E), represented by the formula $B = f(P, E)$. This environment, or "lifespace," includes all the influences upon an individual at a given time, including their goals, needs, and the perceived social world. The theory emphasizes the contemporaneity of causes, suggesting that only present facts can cause present behavior. Cognitive Dissonance theory, on the other hand, focuses on a motivational state of discomfort that arises when an individual holds two or more inconsistent cognitions (e.g., beliefs, attitudes, or behaviors). This dissonance creates psychological tension, which the individual is motivated to reduce by changing one of the cognitions, adding new consonant cognitions, or reducing the importance of the dissonant elements. For example, a person who smokes while believing smoking is unhealthy experiences dissonance and may either quit smoking, downplay the health risks, or rationalize their behavior. Both theories highlight the dynamic interplay between internal states and a person's perceived external world in shaping social behavior.

Based on the above source, attempt the following five questions.

256. What is the central proposition of Lewin's Field Theory as described in the passage?
(A) Behavior is solely determined by an individual's personality traits.
(B) Behavior results from the interaction

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between a person and their current psychological environment.
(C) Past experiences are the primary drivers of current behavior.
(D) An individual's lifespace is composed only of physical surroundings.

257. According to the theory of Cognitive Dissonance, what is the primary consequence of holding inconsistent cognitions?
(A) A state of psychological comfort and equilibrium.
(B) An immediate and observable change in behavior.
(C) An increased importance assigned to the conflicting beliefs.
(D) A motivational drive to reduce psychological discomfort.

258. The formula B = f(P, E) from Field Theory implies that:
(A) to understand behavior, one must consider both the person and their subjective environment.
(B) personality and environment are independent and do not interact.
(C) environmental factors are more influential than personal factors in determining behavior.
(D) behavior is a fixed function that remains constant across different situations.

259. Based on the description of Cognitive Dissonance, which of the following is an example of a strategy to reduce dissonance?
(A) Acknowledging the inconsistency and increasing the psychological tension.
(B) Focusing more on the importance of the dissonant cognitions.
(C) Changing one's attitude to align with one's behavior.
(D) Seeking out information that further conflicts with one's beliefs.

260. A key principle of Field Theory mentioned in the text is the "contemporaneity of causes," which suggests that:
(A) behavior is caused by the totality of facts existing in the present moment.
(B) only historical events can explain current behavior.
(C) future goals have no influence on present actions.
(D) a person's entire life history must be analyzed to understand their behavior.

Direction : Please read the following source carefully.

Sociobiology and psychodynamic approaches offer contrasting, yet influential, traditional perspectives on social behavior. Sociobiology explains social phenomena through the lens of evolutionary biology and genetic inheritance. It posits that complex social behaviors, from altruism to aggression, are products of natural selection, having evolved because they enhanced the reproductive fitness and survival of our ancestors. According to this view, behaviors that seem purely social may have underlying genetic predispositions. For instance, seemingly selfless acts might be explained by kin selection, where helping relatives promotes the survival of shared genes. In stark contrast, psychodynamic approaches, originating with Sigmund Freud, emphasize the role of unconscious drives, conflicts, and early life experiences in shaping personality and social interactions. These theories suggest that social behaviors are often manifestations of hidden anxieties and desires rooted in childhood. Concepts such as defense mechanisms, transference, and the influence of the id, ego, and superego are used to interpret group dynamics, leadership styles, and interpersonal relationships. While sociobiology looks to our deep evolutionary past and genetic makeup, psychodynamic approaches delve into the individual's personal, unconscious history to explain the complexities of their social world.

Based on the above source, attempt the following five questions.

261. What is the fundamental premise of the sociobiological perspective on social behavior?
(A) Social behavior is primarily learned through cultural transmission.
(B) Social behavior is a product of unconscious psychological conflicts.
(C) Social behavior is a direct result of conscious, rational decision-making.
(D) Social behavior is shaped by evolutionary pressures and genetic predispositions.

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231. The "scope" of social psychology is best described as:
(A) Narrow and focused on a few key behaviors.
(B) Primarily historical and philosophical.
(C) Entirely applied, with no theoretical component.
(D) Broad, covering a wide array of human interaction from individuals to groups.

232. Which theory provides the most direct explanation for why fans of a winning sports team often feel a surge of personal pride and say "we won"?
(A) Social Identity Theory.
(B) Realistic Conflict Theory.
(C) Equity Theory.
(D) Social Exchange Theory.

233. The 'A' in the ABC model of attitudes stands for:
(A) Action.
(B) Affect.
(C) Attribution.
(D) Association.

234. In social psychology, the term "group dynamics" refers to the:
(A) Underlying processes and structures of groups over time.
(B) Chemical reactions that occur within a social setting.
(C) Physical movement of people in a crowd.
(D) Study of dynamic speakers and leaders.

235. What was the main conclusion drawn from Asch's studies on conformity?
(A) People are inherently non-conformist.
(B) Conformity is a sign of a weak personality.
(C) Authority figures are the only source of social pressure.
(D) Group pressure can lead individuals to state opinions they know are false.

236. The tendency to blame victims of misfortune for their own fate is an example of a belief that can result from:
(A) The just-world hypothesis.
(B) The empathy-altruism hypothesis.
(C) Social facilitation.
(D) The door-in-the-face technique.

237. Which of the following is a clear example of 'compliance'?
(A) You buy a product after seeing a persuasive commercial.
(B) You stop at a red light because it's the law.
(C) You give a donation to a charity solicitor who asks you on the street.
(D) You start listening to a new genre of music because all your friends do.

238. From the perspective of Social Exchange Theory, a person is likely to leave a relationship when:
(A) The relationship is perfectly equitable.
(B) The relationship is imbalanced according to Heider's P-O-X model.
(C) The person's social identity is threatened.
(D) The comparison level for alternatives is higher than the outcomes in the current relationship.

239. The application of social psychology to environmental issues might involve:
(A) All of the above.
(B) Studying the effects of crowding on aggression.
(C) Designing persuasive messages to encourage water conservation.
(D) Understanding territorial behavior in public parks.

240. The theory that posits that we learn social behaviors, including aggression and altruism, by observing and imitating others and by being rewarded and punished is:
(A) Social Learning Theory.
(B) Sociobiology.
(C) Cognitive Dissonance Theory.
(D) Field Theory.

241. What is the relationship between personal space and crowding?
(A) They are the same concept.
(B) Crowding is the subjective feeling that one's personal space has been violated.
(C) Personal space is a cause of crowding.
(D) There is no relationship between the two concepts.

242. A key component of Social Identity Theory is the idea that people are motivated to:
(A) Enhance their self-esteem through their

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268. According to the text, a "dispositional attribution" for a person's behavior would assign the cause to:
(A) the person's personality or internal characteristics.
(B) the specific circumstances of the situation.
(C) the influence of other people present.
(D) the cultural norms governing the behavior.

269. The passage suggests that social perception relies heavily on which of the following as "raw data"?
(A) Statistical information about populations.
(B) Historical records of social events.
(C) Verbal and non-verbal communication cues.
(D) An individual's pre-existing genetic makeup.

270. Based on the example provided, attributing a student's failure to the difficulty of the test is an example of what kind of attribution?
(A) An internal attribution.
(B) A dispositional attribution.
(C) A personality-based attribution.
(D) An external attribution.

Direction : Please read the following source carefully.

An attitude is a psychological construct representing an evaluation of a particular entity—such as a person, object, or issue—with some degree of favor or disfavor. The structure of an attitude is often conceptualized as having affective (feelings, emotions), behavioral (actions, intentions), and cognitive (thoughts, beliefs) components. For example, a negative attitude toward processed foods might involve feelings of disgust (affective), avoiding their consumption (behavioral), and believing they are unhealthy (cognitive). The process of attitude change is a core topic, exploring how these evaluations can be modified through mechanisms like persuasion. Crucially, both the formation and modification of attitudes occur within a specific cultural context. Culture provides the framework of norms, values, and beliefs that shapes which attitudes are prevalent, how strongly they are held, and what makes a persuasive message effective. For instance, persuasive appeals that emphasize individual achievement and benefits might be highly effective in individualistic cultures, whereas appeals focusing on group harmony and collective well-being may be more successful in collectivistic cultures. Therefore, understanding attitude and its change requires not only an analysis of individual psychological processes but also an appreciation of the broader cultural milieu in which these processes are embedded.

Based on the above source, attempt the following five questions.

271. According to the text, an attitude is best defined as:
(A) a temporary mood or feeling.
(B) an observable behavior in a social situation.
(C) a learned evaluation of a person, object, or issue.
(D) a factual belief devoid of any emotional content.

272. The passage identifies which of the following as the three components of an attitude's structure?
(A) Past, present, and future components.
(B) Affective, behavioral, and cognitive components.
(C) Genetic, learned, and situational components.
(D) Personal, social, and cultural components.

273. How does the cultural context influence attitude change, according to the paragraph?
(A) By making all individuals universally resistant to persuasion.
(B) By eliminating the cognitive component of attitudes.
(C) By ensuring that all attitudes remain stable and unchangeable over time.
(D) By determining which persuasive strategies are likely to be effective.

274. A person who believes that exercise is beneficial (cognitive), feels good after a workout (affective), and regularly goes to the gym (behavioral) is demonstrating:
(A) the consistency between the components of an attitude.
(B) a conflict between the components of an attitude.
(C) the formation of a new attitude.
(D) the influence of a collectivistic cultural context.

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286. According to the passage, what is the primary difference between obedience and conformity?
(A) Conformity is an active attempt to change attitudes, while obedience is a passive process.
(B) Obedience occurs among peers, while conformity relates to authority figures.
(C) Conformity always leads to a positive outcome, while obedience always leads to a negative one.
(D) Obedience involves a direct command from an authority, while conformity involves unspoken group pressure.

287. The concept of "reactance" is described as:
(A) a state of complete agreement with a persuasive message.
(B) the process of changing one's behavior to match a group's.
(C) a motivational response to resist social pressure and assert freedom.
(D) the capacity of an authority figure to command compliance.

288. Which term from the passage best describes the active and intentional effort to change someone's attitude through communication?
(A) Conformity
(B) Persuasion
(C) Obedience
(D) Reactance

289. The text implies that peer pressure is a strong driver for which type of social influence?
(A) Obedience
(B) Reactance
(C) Social Power
(D) Conformity

290. Complying with a classmate's request to borrow your notes is an example of which concept mentioned in the text?
(A) Compliance
(B) Obedience
(C) Persuasion
(D) Reactance

Direction : Please read the following source carefully.

The study of intergroup relations examines the psychological processes underlying how people perceive, feel about, and act towards members of other social groups. Several theories offer explanations for intergroup conflict and harmony. The Minimal Group Experiment demonstrated that merely categorizing individuals into arbitrary groups is sufficient to trigger in-group favoritism and out-group discrimination. Building on this, Social Identity Theory posits that a person's self-concept is partly derived from their group memberships, leading them to strive for a positive social identity by viewing their own group as superior to others. In contrast, Realistic Conflict Theory argues that intergroup hostility arises from direct competition for limited, valuable resources. When groups must compete for things like jobs, land, or political power, conflict is likely to ensue. Another perspective, Relative Deprivation Theory, suggests that conflict stems not from absolute deprivation, but from the perception that one's group is unfairly disadvantaged compared to a relevant out-group. This feeling of having less than one deserves can fuel resentment and social unrest. Theories like Equity Theory and Social Exchange Theory, which focus on fairness in social relationships, can also be applied to understand the perceived balance of costs and rewards in interactions between groups.

Based on the above source, attempt the following five questions.

291. What was the key finding of the Minimal Group Experiment as described in the passage?
(A) Intergroup conflict only arises from competition over scarce resources.
(B) People feel deprived only when they lack basic necessities.
(C) Arbitrary group categorization is enough to create in-group bias.
(D) A positive social identity is independent of group membership.

292. According to Social Identity Theory, why do people tend to favor their own group?
(A) Because their self-concept and self-esteem are tied to the status of their group.
(B) Because their group is in direct competition for resources with another group.
(C) Because they feel relatively deprived compared to other members of their own group.
(D) Because they have been arbitrarily assigned

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physiological arousal caused by an audience, which enhances the dominant response; if the task is easy, the dominant response is likely correct, but if the task is difficult, it is likely incorrect. Social loafing, on the other hand, describes the tendency for individuals to exert less effort on a task when they are working in a group toward a common goal compared to when they are individually accountable. This reduction in effort is often explained by a diffusion of responsibility, where no single individual feels personally responsible for the outcome. The perception that one's individual contribution is not identifiable or essential to the group's success can lead to loafing. Together, these two concepts demonstrate that group settings do not uniformly enhance or diminish effort; the outcome depends on the nature of the task and the structure of accountability.

Based on the above source, attempt the following five questions.

281. According to the passage, when does the presence of others lead to social facilitation?
(A) When the task is simple or well-learned.
(B) When the task is complex and unfamiliar.
(C) When the individual is not being evaluated.
(D) When the group size is extremely large.

282. Social loafing is described as the tendency to:
(A) work harder in a group to impress others.
(B) exert less effort when working in a group.
(C) perform better on complex tasks in a group setting.
(D) feel more accountable for the group's outcome.

283. What is a key reason provided for the occurrence of social loafing?
(A) Increased physiological arousal.
(B) A diffusion of responsibility among group members.
(C) A heightened sense of individual accountability.
(D) The complexity of the task being performed.

284. The text suggests that the effect of an audience on performance (social facilitation) is mediated by:
(A) the individual's level of physiological arousal.
(B) the individual's motivation to cooperate.
(C) the diffusion of responsibility within the group.
(D) the clarity of the instructions for the task.

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285. Which statement accurately contrasts social facilitation and social loafing based on the text?
(A) Facilitation occurs in group work, while loafing occurs when an individual works alone but is being watched.
(B) Facilitation always improves performance, while loafing always impairs it.
(C) Facilitation involves increased effort due to evaluation, while loafing involves decreased effort due to a lack of individual accountability.
(D) Facilitation is related to task difficulty, whereas loafing is independent of the task's nature.

Direction : Please read the following source carefully.

Social influence encompasses the myriad ways in which people's thoughts, feelings, and behaviors are affected by others. This broad concept includes several distinct processes, such as conformity, obedience, and persuasion. Conformity is the act of changing one's behavior or beliefs to align with those of a group, often due to unspoken group pressure or the desire to fit in, a phenomenon amplified by peer pressure. Obedience, a more direct form of influence, involves complying with a demand or order from a person in a position of authority. This process highlights the power of social roles and hierarchies. Persuasion refers to the active effort to change another person's attitudes or behaviors, typically through communication and argument. These processes are not always successful and can sometimes trigger reactance, a motivational state where an individual adopts a view or behavior contrary to what they are being pressured to accept, as a way of restoring their threatened freedom. The dynamics of social influence are further complicated by concepts like compliance, which is acquiescing to a request, and social power, which is the capacity to influence others. Understanding these mechanisms is key to explaining everything from fashion trends to compliance in authoritarian regimes.

Based on the above source, attempt the following five questions.

262. According to the passage, how would a psychodynamic approach likely interpret a person's interactions within a group?
(A) As a strategy to maximize the propagation of their genes.
(B) As a reflection of unconscious motives and early life experiences.
(C) As a direct response to immediate environmental stimuli.
(D) As a behavior shaped by natural selection for survival.

263. The text suggests that sociobiology and psychodynamic approaches are contrasting because:
(A) sociobiology deals with aggression, whereas psychodynamic approaches deal with altruism.
(B) sociobiology is a modern theory, while psychodynamic approaches are considered outdated.
(C) sociobiology focuses on genetics and evolution, while psychodynamic approaches focus on the unconscious mind and personal history.
(D) sociobiology emphasizes group behavior, while psychodynamic approaches emphasize individual behavior in isolation.

264. The concept of "kin selection" within sociobiology is used to explain:
(A) why individuals develop unconscious conflicts.
(B) the universal nature of defense mechanisms.
(C) how aggressive behaviors are learned.
(D) why individuals might perform selfless acts for relatives.

265. A key difference highlighted between the two perspectives is their explanatory focus. Psychodynamic approaches delve into an individual's _____, whereas sociobiology looks to our _____.
(A) personal, unconscious history; deep evolutionary past
(B) conscious choices; genetic makeup
(C) social learning; unconscious drives
(D) immediate social context; early childhood conflicts

Direction : Please read the following source carefully.

The domain of social cognition is central to understanding how individuals process, store, and apply information about other people and social situations. A fundamental aspect of this domain is social perception, which involves the processes through which we form impressions of and make inferences about other people. Communication, both verbal and non-verbal, provides the raw data for social perception. We interpret gestures, facial expressions, and tone of voice to understand others' emotions and intentions. A critical component within social perception is the study of attributions, which are the explanations we generate for the causes of behavior—both our own and that of others. Attribution theories explore the systematic ways in which we judge whether a behavior stems from internal, dispositional factors (such as personality or attitude) or from external, situational factors (such as social pressure or environmental constraints). For example, if a student fails an exam, we might attribute it to their lack of effort (internal) or to the difficulty of the test (external). This cognitive framework of perceiving and attributing causality is not merely an academic exercise; it profoundly influences our reactions, judgments, and future interactions within the social world.

Based on the above source, attempt the following five questions.

266. What is the primary concern of the field of social cognition as described in the paragraph?
(A) The study of large-scale social movements and cultural shifts.
(B) The analysis of how people think about the social world and others.
(C) The examination of non-human animal social structures.
(D) The development of communication technologies.

267. Attribution theory, as a component of social perception, is primarily focused on:
(A) how people form first impressions based on physical appearance.
(B) the way people explain the causes of behavior.
(C) the process of communicating non-verbally.
(D) the storage of social information in long-term memory.

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to the group by researchers.

293. How does Realistic Conflict Theory explain the origin of intergroup hostility?
(A) As a result of arbitrary social categorization.
(B) As a consequence of feeling unfairly disadvantaged.
(C) As a search for a positive social identity.
(D) As a product of competition for limited resources.

294. Relative Deprivation Theory posits that conflict is most likely to arise when a group perceives that it:
(A) has an absolute lack of resources for survival.
(B) is being treated unfairly compared to a relevant reference group.
(C) is fundamentally superior to other groups.
(D) has been randomly formed for an experiment.

295. Which of the following scenarios best illustrates the principle of Realistic Conflict Theory?
(A) Two sports teams developing a rivalry simply because they wear different color uniforms.
(B) A social class starting a protest because they believe another class has more wealth than they deserve.
(C) Two neighboring towns developing animosity over access to a single, limited water source.
(D) An employee feeling proud after their company is ranked number one in the industry.

Direction : Please read the following source carefully.

Applied social psychology involves the systematic application of social psychological constructs, principles, theories, and research methods to understand and ameliorate real-world social problems. This branch extends beyond the laboratory to address pressing issues in various domains, including health, the environment, and law. In the health sector, social psychologists contribute to designing interventions that promote healthy behaviors, such as smoking cessation or adherence to medical treatments, by applying theories of persuasion and social influence. In the environmental domain, they study human-environment interactions, aiming to encourage pro-environmental behaviors like recycling and energy conservation. This includes research on concepts such as personal space, which is the invisible boundary surrounding an individual into which others may not trespass without causing discomfort. Similarly, studies on crowding explore the negative psychological and physiological effects of high-density situations, while research on territoriality examines how individuals and groups claim, mark, and defend spaces. In the legal system, social psychology provides critical insights into topics like jury decision-making, the reliability of eyewitness testimony, and police interrogation techniques. The overarching goal is to use the rigorous knowledge base of social psychology to foster human well-being and create positive social change.

Based on the above source, attempt the following five questions.

296. What is the primary objective of applied social psychology?
(A) To develop fundamental theories of social behavior in controlled settings.
(B) To exclusively study the history of the field of social psychology.
(C) To focus solely on intrapersonal processes like social cognition.
(D) To use social psychological knowledge to address real-world problems.

297. According to the text, which concept refers to the invisible boundary around a person that can cause discomfort if entered by others?
(A) Personal space
(B) Territoriality
(C) Crowding
(D) Social influence

298. In which domain would a social psychologist study the reliability of eyewitness testimony?
(A) The health domain.
(B) The legal domain.
(C) The environmental domain.
(D) The educational domain.

299. The passage suggests that the study of crowding is concerned with:
(A) how groups defend their claimed spaces.

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8. (A) P-3, Q-1, R-4, S-2
Different theoretical frameworks provide unique concepts for analyzing social behavior. For example, field theory introduces the idea of life space, while cognitive dissonance focuses on the tension caused by psychological inconsistencies. Sociobiology examines reproductive success through inclusive fitness, and social cognition investigates the mental shortcuts and organized knowledge structures people use. Together, these concepts illustrate the diverse methodologies used to explain how humans interact.

9. (C) Social perception.
This process involves the mental activities through which individuals form impressions of and make inferences about others. It encompasses the interpretation of nonverbal cues, the identification of personality traits, and the judgment of intent. By analyzing how people gather and process social information, researchers can better understand how expectations and biases influence interpersonal relationships and the way individuals navigate their complex social environment.

10. (A) Dispositional attribution.
Attributing actions to internal characteristics like personality or temperament involves identifying stable traits as the cause of behavior. This process helps individuals make sense of the social world by creating predictable patterns for others' actions. Unlike situational explanations which focus on external circumstances, this type of inference emphasizes the person's inherent nature and is a core part of how people perceive and judge others.

11. (D) Attributional component.
Attitudes are typically structured around three primary elements: emotional reactions, belief systems, and behavioral tendencies. These components represent how people feel, what they think, and how they intend to act toward a specific object or group. While the process of making attributions explains the causes of behavior, it is not considered a fundamental building block of the attitude itself, which remains focused on evaluative judgments.

12. (A) I, II, and IV only
Social perception specifically concerns the ways individuals interpret others' behaviors and form stable impressions. Key elements of this area include the study of nonverbal signals like facial expressions, the processes of making causal attributions, and the mechanisms of impression formation. While concepts like the bystander effect or dissonance are relevant to social psychology, they focus more on prosocial behavior and attitude change.

13. (C) Any action performed with the goal of benefiting another person.
This category of behavior involves voluntary actions that are intended to assist or provide positive outcomes for others. It covers a wide range of activities, from simple acts of kindness to significant sacrifices. The defining feature is the underlying intention to be helpful, regardless of whether the actor also receives a benefit or if the action is motivated by empathy or social norms of reciprocity.

14. (D) Social facilitation.
The presence of an audience or co-actors often leads to an increase in physiological arousal, which can impact performance. For tasks that are simple or highly practiced, this arousal typically enhances the individual's speed and accuracy. This phenomenon demonstrates how the social environment can directly influence an individual's capabilities, even when there is no direct interaction or communication between the performer and the observers.

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15. (C) A is true but R is false.
Individuals are naturally driven to resolve the psychological discomfort that arises from holding conflicting beliefs or behaving in ways that contradict their values. This state is far from pleasant; rather, it creates a tension that people seek to avoid or reduce through cognitive adjustments. Recognizing that dissonance is an aversive experience is crucial for understanding why people often change their attitudes to justify past actions.

16. (B) Social loafing.
When individuals work collectively toward a common goal and their personal contributions are not separately identified, they may exert less

ANSWERS

1. (B) Scientific study of how individuals are influenced by the actual, imagined, or implied presence of others.
   Social psychology examines the dynamic interplay between the individual and their social environment. It focuses on understanding how mental processes and behaviors are shaped by interpersonal interactions and broader social structures. By investigating both direct interactions and the internal representation of societal norms, this field bridges the gap between individual psychology and sociology, employing rigorous scientific methodologies to analyze social influence and perception in various contexts.

2. (A) The biological mechanics of neural transmission.
   The discipline focuses on the cognitive, emotional, and behavioral aspects of social interactions and group dynamics. While it acknowledges biological influences, the microscopic study of nervous system functioning falls under neuroscience or physiological psychology rather than the social context of behavior. Instead, the field prioritizes topics like attitude formation, collective behavior, and interpersonal relations to understand how individuals navigate and respond to their social world.

3. (C) The person and their psychological environment.
   Human behavior is conceptualized as a result of the continuous interaction between an individual's personal characteristics and their immediate psychological field. This perspective emphasizes that the subjective perception of the surrounding environment is as crucial as internal traits. By viewing the social context as a dynamic system of forces, the theory provides a framework for understanding how motives and environmental factors combine to determine human actions.

4. (D) Cognitive dissonance.
   When a person holds contradictory beliefs or acts in a way that is inconsistent with their internal values, they experience a state of psychological tension. This unpleasant feeling motivates the individual to resolve the conflict by either changing their behavior or adjusting their attitudes to regain mental consistency. Such a process is a fundamental mechanism of attitude change and helps people maintain a coherent self-concept.

5. (A) I and III only
   As a scientific discipline, the field relies on empirical evidence and experimental methods to test hypotheses about human behavior. It distinguishes itself by recognizing that social influence can occur even when other people are not physically present, through internalized norms or imagined reactions. While it shares interests with sociology, it focuses specifically on the individual's experience and behavior within the broader societal framework and interaction.

6. (B) Evolutionary principles and genetic inheritance.
   This perspective examines how human social behaviors have been shaped by the pressures of natural selection over many generations. It suggests that certain actions, such as cooperation or aggression, may have biological roots that provided survival or reproductive advantages to our ancestors. By focusing on genetic inheritance, researchers attempt to explain the universal aspects of human nature and the evolutionary functions of complex social interactions.

7. (A) Both Statement I and Statement II are true.
   The psychodynamic approach highlights the role of hidden desires and early experiences in shaping how people interact with others. Simultaneously, the study of social cognition explores the mental frameworks individuals use to interpret social information. Both perspectives offer valuable insights into the complexity of human behavior, with one emphasizing deep-seated emotional conflicts and the other focusing on active information processing and social judgment.

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of public spaces, and the management of social stress.

25. (B) I, II, and III only
Theories of intergroup relations offer various explanations for conflict and bias. Some focus on the competition for tangible resources, while others emphasize the role of group membership in maintaining a positive self-concept. Additionally, the perception of being unfairly disadvantaged compared to others can lead to social unrest. However, theories concerning fairness and the ratio of inputs to outcomes are also applied to understand intergroup dynamics.

26. (A) Relative Deprivation Theory.
This concept suggests that social dissatisfaction and collective action do not arise from absolute poverty alone, but from the perception of being unfairly disadvantaged compared to others. When individuals compare their situation to a specific standard or a reference group and find it lacking, they experience a sense of injustice. This subjective feeling of inequality is a powerful motivator for social change and intergroup conflict.

27. (A) Both Statement I and Statement II are true.
Social behavior can be understood as an exchange process where individuals seek to maximize benefits and minimize costs in their interactions. At the same time, people strive for cognitive consistency, particularly in their evaluations of others and shared interests. Both perspectives emphasize the importance of balance and rationality in social life, whether through the calculation of relational value or the maintenance of psychological harmony.

28. (A) P-4, Q-3, R-2, S-1
Many foundational findings in social psychology are linked to the work of specific researchers who pioneered key experimental methods. These include influential studies on the power of authority, the tendency to follow group opinions, and the origins of intergroup bias. By connecting these concepts to their historical authors, one can trace the development of the field's understanding of how social structures and individual cognition interact to produce behavior.

29. (C) The reliability of eyewitness testimony and jury decision-making.
Applied research in the legal field investigates how social psychological principles influence the justice system. Topics such as the accuracy of memory, the impact of bias on group deliberations, and the influence of defendant characteristics are central to this work. By applying scientific findings to courtroom procedures, researchers aim to improve the fairness and effectiveness of legal processes and understand the human factors involved.

30. (D) Crowding.
Crowding is a subjective psychological state characterized by the distress experienced when an individual feels their physical space is insufficient. It differs from density, which is a purely physical measure of people in a given area. When social stimulation becomes overwhelming or personal space is invaded, people may feel a lack of control, leading to physiological stress and potential changes in their typical social behavior.

31. (A) Environment.
The formula highlights that human actions are not determined by internal traits or external circumstances alone, but by their constant interaction. In this context, the environmental factor represents the total psychological field as perceived by the individual at a specific moment. This approach encourages researchers to consider the dynamic and subjective nature of the social situation when attempting to explain why people act as they do.

32. (B) I, II, and V only
This theoretical perspective focuses on the role of hidden motivations and developmental history in shaping social behavior. It investigates how people might project their own unacceptable feelings onto others or how early relationships influence later social roles. While many modern approaches focus on conscious information processing, this viewpoint emphasizes the enduring impact of internal conflicts and the unconscious mechanisms people use to manage psychological anxiety.

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effort than when working alone. This reduction in motivation often occurs because the sense of individual accountability is diffused within the group. Factors such as the perceived importance of the task and group cohesion play significant roles in determining whether this reduction in effort occurs.

17. (B) Conformity.
This type of social influence occurs when individuals change their behaviors or beliefs to match the standards of a group. It is often driven by the desire to be correct or the need to be liked and accepted by others. By aligning with the majority, individuals reduce social pressure and maintain group cohesion, illustrating the powerful role that perceived social norms play in everyday life.

18. (A) Obedience.
This specific form of social influence involves a change in behavior in response to a direct command from an authority figure. It differs from other types of influence because it relies on the perceived legitimacy of the person giving the order. Research in this area explores the factors that lead people to follow instructions, even when those instructions may conflict with their personal moral standards.

19. (C) A motivational state when personal freedom is threatened, leading to the opposite behavior.
When individuals perceive that their autonomy or ability to choose is being restricted, they often experience a strong psychological pushback. This response involves an increased desire to engage in the restricted behavior as a way to reassert independence. Understanding this phenomenon is essential for predicting how people might resist persuasive messages or authoritative demands that are seen as overly controlling or coercive in nature.

20. (A) I, II, III, IV
The history of the field follows a progression from early experimental studies to the development of complex cognitive theories. Initial research focused on simple social effects on performance, followed by the establishment of broad frameworks like field theory. Later, the focus shifted toward internal psychological consistency through dissonance research, eventually leading to the dominant modern perspective of social cognition, which analyzes how people process social information.

21. (C) Realistic Conflict Theory.
Conflict between groups is often rooted in the competition over limited and valued resources like jobs, territory, or status. When groups perceive that their success depends on the failure of another, hostility and prejudice tend to increase. This perspective suggests that intergroup tension is not merely a product of personality or history, but a functional response to the struggle for tangible goals within society.

22. (B) Mere categorization into groups is sufficient to produce in-group favoritism.
Experimental research has shown that individuals often favor their own group members even when group assignments are based on completely arbitrary and meaningless criteria. This finding suggests that the psychological act of dividing people into distinct categories triggers an automatic bias. It highlights how deeply ingrained the tendency toward in-group preference is, occurring even without a history of conflict, shared interaction, or competition for resources.

23. (D) Bureaucratic style.
Classic research into group leadership identified three distinct ways in which leaders interact with their followers. These include making decisions unilaterally, involving members in the decision-making process, or taking a completely hands-off approach. While organizational structures often involve formal hierarchies and rules, these specific categories were developed to describe the social climate and behavioral patterns established by a leader within a group setting.

24. (A) Environmental psychology.
This subfield examines the complex relationship between individuals and their physical surroundings. It investigates how factors like the layout of buildings, population density, and the perception of ownership over specific areas influence social interaction and mental well-being. By understanding how the physical environment shapes behavior, researchers can provide insights into urban planning, the design

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(B) the negative psychological impact of high-density environments.
(C) the positive effects of living in high-density urban areas.
(D) the invisible buffer zone that individuals maintain around themselves.

300. Which of the following is an example of applying social psychology to the health domain as described in the text?
(A) Designing an intervention to help people stop smoking.
(B) Analyzing how juries reach a verdict.
(C) Developing a campaign to encourage recycling.
(D) Studying how people mark their desks in an office.

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33. (B) Justifying the purchase by emphasizing its perceived unique features and long-term value.
To reduce the discomfort caused by an inconsistent action, individuals often search for information that supports their choice while ignoring negative aspects. By focusing on the positive qualities of a purchase, they can convince themselves that the decision was rational and worthwhile. This cognitive adjustment helps to align their attitudes with their behavior, effectively lowering the tension and restoring a sense of psychological balance.

34. (A) Views people as "naive scientists" trying to understand their social world.
This approach emphasizes the active role of the individual in collecting and interpreting information about others. It suggests that people use systematic mental processes to explain behaviors and predict future interactions. By focusing on how memory, attention, and interpretation function in social settings, this perspective explores the cognitive tools individuals use to make sense of the complex social landscape they inhabit every day.

35. (C) A is true but R is false.
The development of the field has indeed seen a significant shift toward investigating mental processes, but this change was not primarily driven by the principles of behaviorism. In fact, the cognitive revolution emerged as a reaction against the limitations of behaviorism, which largely ignored internal mental states. Researchers began to recognize that understanding social interaction required looking at how individuals perceive, store, and retrieve social information.

36. (D) The fundamental attribution error involves overestimating situational factors in others' actions.
A common cognitive bias involves the tendency to explain other people's behavior by focusing on their personality traits while ignoring the impact of external circumstances. This often leads to an inaccurate understanding of why someone acted a certain way. Understanding this error is crucial for improving social judgments, as it highlights the human tendency to simplify complex social situations by overemphasizing internal causes over environmental pressures.

37. (C) Based on direct personal experience.
Attitudes that are formed through first-hand interaction with an object or situation tend to be more stable and predictive of behavior. Such experiences provide a wealth of information and emotional intensity that indirect learning lacks. Because these evaluations are more deeply rooted in the individual's history, they are held with greater confidence and are less likely to be swayed by persuasive messages or conflicting information.

38. (B) Giving to charity to obtain a tax deduction and gain public recognition.
While helpful actions are generally valued, they can sometimes be motivated by the desire to improve one's own status or receive specific rewards. In such cases, the primary goal of the behavior is to benefit the self rather than solely focusing on the needs of others. This highlights the complex nature of human motivation, where social norms and personal interests often intertwine in the performance of helpful acts.

39. (D) When the task is collective and individual efforts are not specifically evaluated.
Motivation often decreases in group settings when there is no mechanism for identifying the contribution of each member. In these situations, individuals may feel that their hard work will not be recognized or that their lack of effort will go unnoticed. This phenomenon is particularly common when people perceive that the group outcome is not dependent on their specific performance, leading to a diffusion of responsibility.

40. (A) Conformity.
Peer pressure represents a specific social force that encourages individuals to adopt the behaviors, attitudes, or values of their social group. This process often stems from the desire to be accepted or the fear of being rejected by others. By aligning personal choices with the standards of the majority, people maintain social harmony and belonging, reflecting a fundamental aspect of human interaction within peer networks.

41. (C) The characteristics of the situation.
Modern theories suggest that there is no single best way to lead; instead, the most effective approach depends on the context. Factors such

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58. (A) Understanding the field's evolution provides context for its current theories and methods.
Examining the past of a discipline allows researchers to see how major world events and shifting philosophies have shaped modern inquiry. It provides a foundation for current debates and helps clarify why certain research questions became prominent. By tracing the development of experimental techniques and theoretical frameworks, scholars can appreciate the progress made and better anticipate future directions in the study of human social behavior and interaction.

59. (D) Law.
Applied research in the legal system explores how psychological principles can improve the fairness of trials and the accuracy of judicial outcomes. Investigating how jurors are selected and how they deliberate allows for a better understanding of the biases that may influence their final decisions. By applying scientific findings to legal procedures, practitioners can address issues like the impact of group dynamics on verdicts and the reliability of courtroom testimonies.

60. (B) Social Exchange Theory.
This perspective suggests that human interactions are guided by a form of social bookkeeping where individuals evaluate the profitability of their relationships. People stay in relationships when they perceive that the benefits, such as companionship or support, outweigh the costs like time or effort. This rational approach to social life emphasizes the pursuit of self-interest and the importance of reciprocity in maintaining long-term bonds with others in a society.

61. (C) How group size affects individual effort.
Social perception specifically concerns the mental processes used to understand and judge other people. While forming impressions and making causal attributions are core topics, the study of how groups influence individual performance levels falls under group dynamics. Distinguishing between these areas is important for organizing the vast range of social psychological phenomena, with one focusing on internal judgments and the other on the behavioral effects of social settings.

62. (D) Central route persuasion.
When individuals are motivated and able to process information, they focus on the quality of the arguments presented in a message. This high-effort path to attitude change leads to beliefs that are more stable, resistant to counter-persuasion, and predictive of future behavior. This contrasts with more superficial methods that rely on simple cues like the attractiveness of the source or the length of the message to influence others.

63. (A) Prosocial behavior.
Research has shown that the presence of other bystanders can paradoxically decrease the likelihood of any single individual offering help. This often occurs because people look to others for cues on how to behave or assume that someone else will take responsibility. Understanding these barriers to helping is a major area of study, providing insights into how social context and the behavior of others shape individual moral actions.

64. (B) Deindividuation.
In certain group situations, individuals may experience a loss of self-identity and a reduction in personal accountability. This state is often triggered by anonymity and high levels of arousal, leading people to engage in behaviors they would typically avoid. When people stop focusing on their own internal standards and instead react to the immediate social environment, it can result in impulsive, sometimes aggressive, or deviant collective actions in various settings.

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65. (D) All of the above are correct.
Social influence encompasses several distinct processes through which people respond to the presence or actions of others. These include matching group behaviors, reacting to peer requests, and following authoritative commands. Additionally, people may push back against influence to protect their sense of autonomy. Together, these concepts provide a comprehensive framework for understanding how individuals navigate the pressures and expectations of their social world while maintaining their own personal identity.

66. (A) Transactional leader.
This type of leadership is based on a clear system of exchange where followers are rewarded for

social roles, leading to behaviors that favor their own group and influence how they interact with outsiders.

50. (A) III, II, I, IV
The development of intergroup hostility begins with the existence of distinct groups who find themselves competing for limited and necessary resources. This functional competition leads directly to conflict and prejudice as each group attempts to secure its own interests. Consequently, negative stereotypes of the opposing group are formed to justify the ongoing rivalry, illustrating a logical progression from structural conditions to the development of psychological bias.

51. (C) A person (P), another person (O), and an attitude object (X).
Cognitive consistency research often focuses on the relationships between people and their shared evaluations of the world. In this model, the goal is to maintain a state where the sentiments and beliefs among three interconnected elements are harmonious. When an inconsistency arises, such as disagreeing with a friend about a topic, individuals feel a pressure to change their attitudes or their relationship to restore a sense of balance.

52. (A) I, II, III, and V only
Social influence covers the various ways that people change their thoughts and behaviors due to others. This includes following orders, matching group standards, responding to requests, and being swayed by persuasive arguments. While the presence of others can also enhance performance, that specific phenomenon is categorized as a social facilitation effect rather than a traditional form of influence aimed at changing an individual's internal state or outward actions.

53. (C) Nonverbal cues such as her tone of voice, physical posture, and facial expressions.
When people form impressions of a speaker, they often rely more heavily on visual and auditory signals than on the actual words spoken. These cues provide information about the speaker's confidence, sincerity, and emotional state. In a live setting, the audience's perception is strongly shaped by how the message is delivered, highlighting the importance of non-linguistic elements in effective social communication and the formation of social judgments.

54. (B) An attitude.
Evaluative judgments about objects or people are typically composed of feelings, beliefs, and behavioral intentions. This structure allows individuals to organize their experiences and respond consistently to their social world. By examining how these three parts interact, researchers can understand why people might hold certain prejudices or why their actions do not always align with their stated beliefs, providing a complete picture of the individual's internal evaluative state.

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55. (A) Both A and R are true and R is the correct explanation of A.
As the size of a group increases, individuals often feel that their personal effort is less noticeable and less vital to the final outcome. This sense of anonymity reduces the motivation to work hard, leading to a decrease in overall productivity per person. This phenomenon highlights how social structures and the number of participants in a task can significantly influence the level of commitment and responsibility felt by each member.

56. (A) Social power.
This concept involves the ability to change the thoughts, feelings, or behaviors of others, even in the face of opposition. It is a fundamental aspect of social hierarchy and leadership, derived from various sources such as expertise, authority, or the ability to provide rewards. Understanding how this influence is exercised and resisted is essential for analyzing the dynamics of groups and the functioning of societal institutions in various contexts.

57. (C) Sociobiology.
This theoretical approach suggests that behaviors which appear selfless may actually serve an evolutionary purpose. By helping genetic relatives, an individual increases the chances that shared genes will be passed on to future generations. This focus on the biological roots of social interaction provides a way to understand altruism and cooperation as adaptive strategies that have been selected for over long periods of human development and history.

as the clarity of the task, the leader's relationship with the group, and the amount of formal power available all determine success. By matching a leader's specific style to the demands of the current environment, groups can achieve better performance and higher satisfaction.

42. (A) Equity Theory.
This perspective suggests that people seek a specific type of fairness in their social and professional interactions. When individuals perceive that the effort they provide is proportional to the rewards they receive, relative to others, they feel satisfied. However, when an imbalance is perceived, it creates tension and a desire to restore fairness, either by changing their behavior, adjusting their perceptions, or exiting the relationship.

43. (D) Social psychology and health.
Applied research investigates how psychological factors, such as beliefs about personal control, influence physical well-being and medical outcomes. Understanding the social and cognitive barriers to healthy behavior allows for the development of more effective interventions. By focusing on how individuals perceive their ability to manage illness and follow treatment plans, researchers can improve the communication between patients and providers and enhance overall public health strategies.

44. (B) Personal space.
This concept refers to the subjective area surrounding an individual that they consider psychologically theirs. The size of this zone can vary based on cultural background, the nature of the relationship, and the specific setting. When this boundary is crossed without permission, people often feel uncomfortable or defensive. Understanding these spatial requirements is essential for analyzing social comfort and the dynamics of interpersonal communication in various social environments.

45. (B) II and III only
Aggressive behavior is a complex phenomenon influenced by both social learning and environmental factors. Research indicates that observing violence in others can provide a model for similar actions, while physical discomfort from high temperatures can lower thresholds for frustration. While biological factors and individual experiences also play roles, it is incorrect to view aggression as a purely biological drive or as a guaranteed outcome of every frustrating situation encountered.

46. (D) Compliance responds to a request, while obedience responds to an authority's order.
Both concepts involve a change in behavior due to social influence, but they differ in the nature of the pressure applied. One is characterized by a peer-to-peer request where the person has the freedom to refuse without formal consequences. The other involves a vertical relationship where the command comes from someone with recognized power. Recognizing these differences is vital for understanding how different social hierarchies shape human behavior.

47. (A) The broad motivational and cognitive forces that shape social life.
Theoretical frameworks in the field aim to provide comprehensive explanations for why people behave as they do in social settings. These perspectives explore the underlying mental processes and basic human needs that drive interaction, such as the desire for consistency, the search for identity, or the calculation of social value. By establishing these broad principles, the discipline can organize a wide range of specific findings into a coherent system.

48. (B) P-4, Q-2, R-3, S-1
Everyday social situations often illustrate complex psychological principles in action. Whether it is following a direct command, working harder in a competitive environment, or matching the behavior of others to fit in, these actions demonstrate the variety of social influences. By observing how individual effort changes in group tasks or how people respond to authority, researchers can identify the specific mechanisms that govern human behavior in social contexts.

49. (B) The groups to which we belong.
A significant portion of an individual's sense of self is tied to their membership in social categories. These affiliations provide a sense of belonging and contribute to self-esteem, especially when the group is perceived positively. This perspective emphasizes that people are not just individuals but are also defined by their

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meeting specific objectives. The leader focuses on maintaining stability, monitoring performance, and clarifying roles within the organization. By providing incentives and corrections, they ensure that the group remains on track toward its goals. This approach contrasts with styles that aim to inspire deep personal change or vision in their subordinates.

67. (C) Territoriality.
This behavior involves the use of physical markers to indicate ownership and control over a specific area. It serves several functions, including the regulation of social interaction and the reduction of conflict within a group. By establishing clear boundaries, individuals can manage their environment and communicate their status to others. This concept is vital for understanding how people use space to maintain privacy and organize their social lives.

68. (B) P-3, Q-4, R-1, S-2
Theoretical frameworks in the field offer diverse ways to analyze social interaction and conflict. Some emphasize the importance of comparisons and perceived justice, while others focus on the rational calculation of costs and benefits. Additionally, the need for cognitive consistency and the desire for fair treatment in relationships are key drivers of human behavior. By applying these various concepts, researchers can explain why individuals feel dissatisfied or motivated to change.

69. (C) Cultural values can determine which types of persuasive arguments are most effective.
The success of an attempt to change attitudes is often dependent on the shared beliefs and norms of the audience. For example, messages that emphasize individual achievement may be more effective in some societies, while those focusing on group harmony are preferred in others. Recognizing these cultural differences is essential for designing communication strategies that resonate with diverse groups and understanding the broader context of social influence and interaction.

70. (B) Social Identity Theory.
Experimental findings have demonstrated that merely assigning people to different groups is enough to create a sense of belonging and bias. This research supports the idea that individuals derive a part of their self-concept from their group affiliations and are motivated to see their own group as superior. It highlights the psychological power of categorization and its role in the formation of social identities and the development of intergroup favoritism.

71. (D) All psychological facts influential for that person at a given time.
This concept represents the total subjective reality that governs an individual's behavior in a specific moment. It includes personal needs, goals, and the perception of the social and physical environment. By focusing on this dynamic and holistic field, researchers can understand how various forces interact to determine actions. This approach moves beyond looking at isolated traits and instead considers the person's complete psychological situation at any given point.

72. (C) I, III, and V only
The study of how people process social information focuses on the mental tools used to organize knowledge and make judgments. These include organized structures of information, mental shortcuts used for quick decision-making, and the processes used to explain the causes of behavior. By investigating these cognitive mechanisms, researchers can understand why social judgments are often efficient but sometimes prone to systematic biases and errors in various social contexts.

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73. (C) A psychological discomfort.
The tension described in this theory arises from the internal awareness of a conflict between one's beliefs, attitudes, and actions. This state is mentally taxing and drives individuals to find ways to restore harmony within their thoughts. It is a powerful internal motivator for change, as people are naturally inclined to avoid the unease that comes from holding contradictory information about themselves or the world they inhabit.

74. (A) How doctor-patient communication affects treatment adherence.
Applied social psychology in the medical field investigates how interpersonal interactions and social influence affect physical well-being. By studying how the quality of communication

influences a patient's willingness to follow advice, researchers can improve health outcomes. This focus on the social context of healthcare highlights the importance of psychological factors in managing illness and promoting healthy lifestyles, moving beyond a purely biological understanding of disease and its treatment.

75. (A) Both A and R are true and R is the correct explanation of A.
Intergroup conflict can be successfully mitigated by introducing objectives that neither group can achieve alone. These goals force members to cooperate, which helps to break down existing prejudices and create a new, shared sense of identity. By focusing on a common purpose, individuals move away from competitive 'us versus them' thinking, demonstrating that structural changes in the social environment can effectively reduce hostility and foster positive intergroup relations.

76. (B) Legitimate Power.
This type of influence is based on the formal position or role an individual holds within a social structure. People comply with requests because they believe the influencer has a recognized right to lead and that they have a corresponding duty to follow. It is a fundamental component of organized societies and hierarchical groups, allowing for the coordination of collective action and the maintenance of order through accepted social norms and rules.

77. (C) The intent to cause harm.
Social psychologists define aggressive behavior specifically by the goal of the action, which must be to inflict physical or psychological pain on another. In contrast, being assertive involves standing up for one's rights or expressing opinions in a direct way without the goal of hurting others. Distinguishing between these two is important for understanding social interaction, as one involves a violation of others' well-being while the other is a healthy form of communication.

78. (D) Early work, like Triplett's 1898 study, often involved empirical investigation of social phenomena.
The roots of the field are found in systematic observations and experiments that sought to understand how the presence of others affects individual performance. From its early stages, social psychology has emphasized the use of scientific methods to test ideas about human interaction. This historical commitment to empirical research paved the way for the development of the complex theories and rigorous methodologies that define the modern study of social behavior today.

79. (A) Environmental Psychology.
This area of study focuses on the reciprocal relationship between people and their physical surroundings. It examines how environmental stressors like noise or heat can increase aggression or affect social cooperation. By understanding how the architecture and condition of our settings influence our psychological states, researchers can provide valuable guidance for improving quality of life and creating social environments that support positive human interactions and mental health.

80. (B) A self-serving bias.
People often use different standards when explaining their own successes versus their failures. By taking personal credit for positive outcomes while blaming negative ones on external factors, individuals protect their self-esteem and maintain a positive self-image. This cognitive tendency is a common feature of human social judgment, influencing how people present themselves to others and how they maintain their sense of competence in a competitive social world.

81. (B) The perceived costs exceed the perceived rewards.
According to this rational perspective, individuals continuously evaluate the social and emotional profits they gain from their interactions. When a person feels that the effort, time, or emotional energy they invest is greater than the companionship, support, or status they receive, they are likely to feel dissatisfied. This focus on the balance of outcomes emphasizes the transactional nature of social bonds and the importance of perceived benefit in maintaining long-term commitment.

82. (A) Persuasion.
This process involves the deliberate attempt to change another person's attitudes or behaviors

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through the use of messages and communication. It can occur through various methods, from presenting logical arguments to using emotional appeals. Understanding how people respond to these attempts is a major area of study, providing insights into everything from marketing and political campaigns to the way friends and family influence each other's opinions in daily life.

83. (C) Group polarization.
When people with similar views discuss a topic, their initial opinions often become more extreme. This happens because group members are exposed to new arguments that support their position and because they want to be seen as good representatives of the group's values. This phenomenon has important implications for decision-making, as it can lead groups to take greater risks or adopt more radical positions than any individual would have chosen alone.

84. (D) Muzafer Sherif.
This classic study provided a powerful demonstration of how intergroup conflict can be created through competition and reduced through cooperation. By observing the behavior of boys at a summer camp, the researcher showed that competing for prizes led to hostility and prejudice. The study's findings on the effectiveness of superordinate goals in restoring harmony remain a cornerstone of our understanding of intergroup relations and the factors that influence social peace and conflict.

85. (B) I, III, and IV only
The development of the field was built upon several foundational frameworks that emerged in the mid-20th century. These include theories that look at the psychological forces in an individual's environment, the need for mental consistency, and the biological roots of behavior. While newer perspectives like those focusing on social identity are highly influential, the traditional foundations paved the way for modern experimental research and the current multifaceted understanding of human social interaction.

86. (B) Social behavior is influenced by unconscious motives and early experiences.
This approach suggests that social interactions are often driven by hidden forces and psychological conflicts that individuals may not be aware of. It emphasizes the enduring impact of childhood development on how people relate to others and the use of defense mechanisms to manage social anxiety. By exploring these deep-seated emotional processes, the perspective offers a way to understand complex social phenomena like prejudice and leadership through a lens of internal psychological history.

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87. (D) Attitude: An evaluation of a person, object, or idea.
Correctly identifying social psychological terms is essential for understanding the field. An attitude is a fundamental concept representing a person's global judgment, which can be positive, negative, or neutral. Other terms like conformity, social loafing, and prosocial behavior describe specific types of social influence and action. By defining these concepts precisely, researchers can build a consistent language for investigating the many ways that individuals think about and interact with their social world.

88. (B) P-3, Q-2, R-1, S-4
Human behavior is significantly influenced by the spatial and physical context of social life. From the subjective distress of being in a crowded room to the active defense of a marked territory, these concepts describe how individuals manage their surroundings. The study of these relationships is a key part of applied research, offering insights into how the design of our environments can either facilitate or hinder comfortable and effective social interaction and well-being.

89. (C) All three relationships are positive, or two are negative and one is positive.
A balanced cognitive state exists when the evaluations among three connected elements are consistent. In this model, if you like a person and you both agree on an issue, the system is stable. Similarly, if you dislike someone and you disagree with them, the system remains balanced because your evaluations align with your expectations. When these patterns are broken, individuals experience a psychological pressure to change one of the relationships to restore mental harmony.

90. (C) III, I, II, IV
The study of how groups interact has evolved through several prominent theories over time.

interpersonal interactions and into the realm of mental and behavioral standards.

122. (A) A person's past, present, and future psychological realities.
This concept represents the total subjective field as it exists for an individual at a given moment. It includes their current needs and environment, as well as their memories of the past and expectations for the future, all of which influence their behavior. By taking this holistic and dynamic approach, researchers can understand how various psychological forces interact to determine actions, moving beyond a narrow focus on immediate stimuli or isolated personality traits.

123. (D) Many social behaviors have a genetic basis and are subject to evolutionary pressures.
This biological perspective suggests that certain ways of interacting socially provided survival advantages to our ancestors and were passed down through generations. It explores how natural selection has shaped human nature, including our tendencies for cooperation, competition, and mate selection. By looking at the evolutionary functions of behavior, researchers aim to understand the universal aspects of human social life and the biological roots of the complex social structures we see today.

124. (B) The projection of unwanted personal qualities onto an out-group.
This approach suggests that negative attitudes toward other groups can be a result of internal psychological defense mechanisms. Individuals may unconsciously attribute their own negative traits or feelings to members of another group to protect their own self-image. This process of externalizing internal conflict provides a way to understand the emotional and irrational roots of prejudice, highlighting how deep-seated psychological needs can drive complex and destructive social behaviors like discrimination.

125. (C) I, II, and IV only
The cognitive perspective in social psychology emphasizes that people are active but efficient processors of information. They use mental frameworks to organize knowledge and shortcuts to make quick decisions, which helps manage the vast amount of social data they encounter. While these tools are generally effective, they can lead to systematic biases. This approach focuses on conscious and semi-conscious mental activities, moving away from older ideas about unconscious drives influencing our social judgments and behaviors.

126. (D) Nonverbal communication.
Facial expressions, body posture, and tone of voice often provide a more reliable indication of a person's true feelings than their spoken words. These signals are frequently automatic and difficult to fake, making them a primary focus in the study of social perception. By learning to interpret these subtle cues, people can gain a deeper understanding of others' emotional states and intentions, which is essential for effective social interaction and the development of accurate impressions.

127. (A) Attitude.
An evaluation of something in the social world is a fundamental psychological concept that guides how we think and act. These evaluations can range from strong likes and dislikes to more neutral judgments. By understanding how these evaluations are formed and maintained, researchers can predict behaviors and design effective strategies for change. This concept is a cornerstone of the field, connecting individual mental states to the broader social world of objects, ideas, and other people.

128. (A) P-4, Q-3, R-1, S-2
The development of the field has been shaped by influential researchers who pioneered new ways of studying human behavior. Their work provided insights into the power of authority, the pressure to conform, and the internal need for consistency. Additionally, some established broad frameworks for understanding how the individual and their environment interact. By connecting these names to their primary contributions, we can see how different areas of inquiry have built the modern foundation of social psychology.

129. (B) Volunteering at a soup kitchen.
Helping behavior includes a wide range of actions intended to benefit others or society as a whole. These acts can be motivated by a sense of duty, empathy, or the desire to contribute to a common good. Regardless of the underlying reason, such

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98. (A) Many normal people will obey an authority figure's command to harm another.
Famous experimental results showed that the power of the social situation can lead individuals to perform actions that contradict their personal morals. When a recognized authority figure takes responsibility for the consequences, many people find it difficult to resist orders, even if those orders involve hurting someone else. This finding provides a chilling insight into the strength of social influence and the factors that can lead to destructive behavior in hierarchical settings.

99. (C) Understanding how social support networks buffer the effects of stress on health.
Research in this area explores the powerful connection between social relationships and physical well-being. Having a strong network of friends and family can provide emotional and practical assistance that helps individuals cope with life's challenges. By studying these connections, psychologists can develop interventions that strengthen social bonds to improve resilience and health outcomes, demonstrating that our social lives are as important for our bodies as they are for our minds.

100. (D) The isolated, intrapsychic processes of an individual.
The focus of this topic is on the collective processes that occur when people interact in groups. It involves analyzing how group members influence each other, how they make decisions together, and how they relate to other groups. While individual cognition is important, the study of group dynamics specifically prioritizes the interactive and structural aspects of social life, rather than the mental processes that occur entirely in isolation from any social context.

101. (C) Cognitive Dissonance Theory.
When individuals hold beliefs or attitudes that contradict each other, they experience a state of psychological tension. This uncomfortable feeling drives them to find ways to restore consistency, often by changing one of the beliefs or justifying the inconsistency. This theory explains a wide range of behaviors, from how people handle difficult decisions to why they often become more committed to a group or cause after experiencing hardship or high effort.

102. (B) The fundamental attribution error.
This common bias involves the tendency to assume that a person's behavior is a direct reflection of their stable personality traits, while underestimating the role of the immediate situation. It leads to the belief that actions and internal dispositions correspond more closely than they actually do. Recognizing this tendency is important for understanding social misunderstandings, as it highlights how easily we overlook the external pressures that often guide the behavior of those around us.

103. (D) Altruism.
This form of helping is characterized by a selfless concern for the well-being of others, with no expectation of external or internal rewards. While many social behaviors are driven by reciprocity or personal gain, this concept focuses on the pure intention to benefit another person. Investigating the roots of such selfless acts provides insights into human nature and the conditions that encourage individuals to prioritize the needs of others above their own interests.

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104. (A) Social inhibition.
The presence of an audience can sometimes hinder performance, especially when a task is new, difficult, or requires complex thinking. In these situations, the increased arousal caused by being watched leads to more errors and slower progress. This effect contrasts with the improvement seen on well-learned tasks, illustrating that the impact of the social environment on an individual's ability depends heavily on their level of mastery and the complexity of the challenge.

105. (A) I, II, and IV only
Flawed decision-making in highly cohesive groups is often marked by an overconfident belief in the group's righteousness and a lack of critical self-evaluation. Members may feel a strong pressure to agree with the majority and might keep their doubts to themselves to maintain harmony. This suppression of dissenting voices and the illusion that everyone is in agreement can lead to risky or unethical choices, as the group fails to realistically consider all options.

of people in an area. Someone can be in a high-density setting, like a fun concert, without feeling this distress. Understanding the factors that lead to this state is important for designing buildings and cities that support mental health and positive social interaction.

138. (A) Emphasis on the role of unconscious conflicts and motivations.
This traditional approach suggests that many social behaviors are driven by hidden psychological forces that people may not consciously understand. It explores how deep-seated needs, early experiences, and internal struggles shape how individuals relate to others and respond to social pressure. By looking at these complex internal processes, the perspective provides a way to understand the emotional and often irrational aspects of social life, offering a unique lens for analyzing interpersonal relationships and bias.

139. (D) Cognitive Dissonance Theory.
When people act in a way that goes against their beliefs, they experience an uncomfortable mental state that they are motivated to resolve. To reduce this tension, they often change their attitudes to match their past actions, convincing themselves that they actually agree with what they did. This process of self-justification is a powerful force in human psychology, helping to explain why we often become more committed to our choices after we have made them.

140. (A) I, II, III, IV
The progression of the field follows a path from early studies on social performance to the development of sophisticated cognitive theories. Initial work focused on simple effects of others' presence, followed by an era of measuring individual attitudes. Later, the focus shifted to internal consistency and self-justification, eventually leading to the current emphasis on the mental processes used to understand the social world. This history reflects the growing complexity and scientific rigor of the entire discipline.

141. (C) Overestimate dispositional factors and underestimate situational factors in explaining others' behavior.
A common cognitive tendency involves jumping to conclusions about someone's character based on their actions while ignoring the external reasons why they might have acted that way. This leads to an oversimplified view of others, where we assume their behavior always reflects who they are rather than what is happening around them. Recognizing this bias is essential for improving our social judgments and avoiding unfair stereotypes and misunderstandings in our daily interactions with other people.

142. (D) Public compliance.
This type of social change occurs when an individual agrees with a group in their outward actions, even though their private beliefs remain unchanged. It is often driven by a desire to avoid social conflict or to fit in with the majority. This distinction between outward behavior and internal beliefs is a key concept in the study of social influence, highlighting that people can be pressured to follow norms without actually being convinced of their value.

143. (A) Spreading a malicious rumor about a coworker.
Psychologists define this type of behavior by the intention to cause physical or psychological harm to another person. It can take many forms, including verbal attacks and social manipulation, not just physical violence. The focus is on the purpose behind the action rather than the specific method used. Understanding the causes and consequences of such behavior is a major area of study, aimed at finding ways to reduce conflict and promote healthier social interaction.

144. (B) When one's group is in a situation of intergroup comparison or conflict.
A person's identity as a group member becomes most important when they are faced with a clear contrast between their own group and another. In these situations, individuals are more likely to focus on their group's qualities and to feel a sense of loyalty and bias. This process of social comparison is a fundamental part of how people define themselves and is a key driver of behavior in settings where groups are competing for status or resources.

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114. (A) Different cultures may be persuaded by appeals to either success or harmony.
The cultural environment provides a set of values that shape how individuals respond to social influence. In some societies, messages that highlight individual achievement and personal gain are most effective, while in others, appeals to group loyalty and collective well-being carry more weight. Recognizing these differences is vital for effective communication across diverse groups and for understanding how the social context defines what is considered persuasive and important.

115. (C) A is true but R is false.
Famous experiments on following the majority showed that people will often give an answer they know is wrong just to fit in with others. This behavior is typically driven by the desire to avoid social rejection rather than a genuine belief that the group is more accurate. This distinction highlights the difference between changing one's outward behavior to be liked and changing one's internal beliefs to be correct in a social situation.

116. (D) Groupthink.
This phenomenon occurs when a highly cohesive group prioritizes consensus over a realistic evaluation of all available information. The intense pressure to maintain harmony can lead to a failure to consider alternative views or potential risks. Understanding this process is essential for improving group decision-making, as it highlights the dangers of over-conformity and the importance of encouraging diverse perspectives to ensure that collective choices are based on thorough and critical analysis.

117. (C) Financial Power.
Social researchers have identified several foundational ways that people influence each other. These include the ability to give rewards, the threat of punishment, the possession of expertise, and the influence gained through being liked and respected. Additionally, formal authority within a system provides a recognized right to lead. While material resources are important, these specific categories focus on the psychological and social bases that allow one individual to change the behavior or attitudes of another.

118. (B) Cognitive Dissonance Theory (due to effort justification).
When people invest significant time or effort into a task, they often feel a need to believe that the outcome is valuable to justify their hard work. If the final result is mediocre, an inconsistency arises between their effort and the reward, causing psychological tension. To resolve this, they may unconsciously increase their evaluation of the task's value. This process explains why people often become more committed to groups or projects that were difficult to join.

119. (D) Law.
Applied research in the legal field investigates how social psychological factors can influence the outcomes of trials. By studying how physical appearance or communication styles affect the judgments of jurors, researchers can identify potential sources of bias in the justice system. This work helps legal professionals understand the human elements of the courtroom and develop strategies to ensure that verdicts are based as much as possible on the actual evidence presented during a trial.

120. (A) Henri Tajfel - Realistic Conflict Theory
Understanding the major theories in the field requires correctly identifying the researchers associated with them. While some focus on the role of competition for resources, others emphasize the psychological roots of social identity and favoritism. Confusing these can lead to a misunderstanding of how intergroup bias is formed. By accurately connecting these concepts to their authors, one can better trace the historical development of social psychology and the different paths explored to explain human conflict.

121. (C) The influence of social norms and values even when we are alone.
Social influence does not require the physical presence of other people to be effective. Individuals carry with them the expectations of their culture, family, and peers, which guide their behavior even in private. This internalized social environment shapes how people think about themselves and the choices they make, illustrating the pervasive nature of social psychology in defining human experience beyond immediate

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106. (A) The credibility and attractiveness of the speaker.
The effectiveness of a message is often dependent on who is delivering it. People are more likely to be swayed by a communicator they perceive as an expert or someone they find likable and physically appealing. These characteristics serve as cues that can influence the audience even before the content of the message is considered. Understanding these factors is essential for analyzing how persuasion works in advertising, politics, and everyday social interactions.

107. (D) Relative Deprivation Theory says objective poverty is the sole cause of unrest.
Theories of intergroup relations explain conflict through various lenses, including competition for resources and the psychological need for identity. However, one specific perspective emphasizes that the feeling of being unfairly treated is relative, not absolute. It suggests that unrest comes from a perceived gap between one's current state and a higher standard, meaning that even people who are not objectively poor can feel deprived and motivated to engage in social conflict.

108. (A) P-3, Q-1, R-4, S-2
Leadership can be categorized by the different ways that leaders motivate and interact with their followers. Some focus on a clear system of rewards and rules, while others seek to inspire deep personal commitment and vision. Additionally, some leaders maintain strict control, while others allow the group to function with complete independence. Understanding these different styles is crucial for analyzing the social climate of an organization and predicting the performance of a group.

109. (C) Crowding.
High population density can lead to a subjective feeling of distress and a sense of losing control over one's environment. This psychological state is often associated with increased stress, withdrawal from social interaction, and sometimes heightened aggression. Research in this area examines how people cope with limited space and how the design of cities and buildings can mitigate the negative effects of large numbers of people living and working in close proximity.

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110. (D) Sociobiology.
This evolutionary perspective explores how social behaviors may have biological origins. It suggests that cooperation and helping, even toward those who are not relatives, could have been selected for if they led to benefits like reciprocity, which ultimately aided survival. By looking at human interaction through the lens of natural selection, researchers aim to explain the adaptive functions of social traits that have persisted throughout the history of our species development.

111. (A) Psychology and sociology.
The field occupies a unique position by examining how individual mental processes and broad societal structures interact. It combines the psychological focus on the person with the sociological interest in groups and culture. This dual focus allows for a more complete understanding of human life, exploring how the social world shapes the individual's mind and how the thoughts and actions of individuals, in turn, create and change the society they live in.

112. (B) II, III, and V only
Social influence is a multifaceted process that can have both positive and negative effects on people and society. Obedience can lead to coordinated action but also to harm, while persuasion can follow different mental paths depending on the situation. Furthermore, the power to influence others comes from diverse sources like expertise and personal liking. Recognizing this complexity is essential for understanding the dynamic ways that individuals navigate the social pressures and opportunities they encounter.

113. (B) dispositional; situational
Explaining behavior can involve focusing on internal traits or external circumstances. Assuming someone acts a certain way because of their character is common, but considering the impact of the environment provides a more balanced view. This distinction is central to understanding social judgment, as the type of explanation chosen can significantly affect how we feel about and react to others in daily life, influencing our level of empathy and our overall social relationships.

behaviors are essential for the functioning of a healthy society and are a major area of research for psychologists who seek to understand what motivates people to act selflessly for others.

130. (A) Social loafing.
Early observations showed that when people work together on a physical task, their individual performance often drops compared to when they work alone. This historical finding was a precursor to modern research on how group settings can reduce motivation and effort. By understanding this effect, researchers can identify the factors that lead to lower productivity in teams and develop ways to ensure that everyone contributes their fair share toward a collective goal in groups.

131. (C) The presence of a direct request in compliance.
Both processes involve a change in behavior due to social pressure, but they differ in how that pressure is applied. One occurs when people follow the unspoken rules or behaviors of a group to fit in. The other involves responding to an explicit and direct appeal from someone else. Distinguishing between these two forms of influence is important for understanding how social context and direct communication shape our actions in different types of social interactions.

132. (B) I, II, III, and V only
Theories of intergroup relations explore the complex reasons why groups conflict or cooperate. These frameworks look at the competition for resources, the role of social identity and self-esteem, and the perception of fairness and equity between different groups. Additionally, some focus on the subjective feeling of being unfairly treated compared to others. Together, these theories provide a comprehensive understanding of the structural and psychological factors that influence how different social groups relate to one another.

133. (C) Inspires followers with a vision and a sense of mission.
This type of leadership goes beyond simple exchanges and focuses on transforming the group and its members. Such leaders motivate their followers to transcend their self-interest for the sake of a higher goal, fostering a sense of purpose and commitment. By being role models and encouraging creative thinking, they can achieve high levels of performance and loyalty, creating a dynamic and supportive social environment that encourages growth and innovation within the entire organization.

134. (B) The Robbers Cave experiment.
This classic study demonstrated that intergroup hostility can be created through competition and then reduced through cooperation on shared goals. By carefully manipulating the social environment of boys at a summer camp, researchers showed how easily 'us versus them' thinking develops and how effectively it can be overcome. The study's findings are a cornerstone of our understanding of intergroup conflict and provide a model for how to build harmony in diverse social groups.

135. (A) Both A and R are true and R is the correct explanation of A.
This perspective suggests that people have a strong internal need for fairness in their relationships. When individuals feel they are getting either less or more than they deserve, they experience psychological distress. Those who feel they are receiving too many benefits may feel guilty and try to balance the relationship by increasing their contributions. This focus on the ratio of inputs and outcomes highlights the importance of perceived equity for social and relational satisfaction.

136. (A) Environmental psychology.
Applied research in this area looks at how human behavior impacts the natural world and how the physical environment affects people. By studying the social and cognitive factors that influence choices like recycling or energy use, psychologists can design more effective programs to promote sustainability. This work demonstrates the power of applying social psychological principles to solve large-scale societal problems and improve the long-term relationship between humans and their physical surroundings in various settings.

137. (C) It is a subjective psychological state of distress due to a perception of insufficient space.
This concept refers to the negative feeling that arises when an individual perceives that their physical surroundings are too cramped. It is not the same as high density, which is just a count

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Early research focused on the need for cognitive consistency, followed by a focus on the structural competition for resources. Later, the emphasis shifted toward the psychological roots of identity and group membership. More recently, biological and evolutionary perspectives have gained prominence, reflecting a broader trend toward integrating diverse scientific disciplines into the study of intergroup relations and social behavior.

91. (D) The way we form impressions of and make inferences about other people.
This core area of the field investigates the mental processes through which people understand and judge those around them. It involves analyzing how individuals gather information from facial expressions, body language, and speech to build a coherent picture of another's personality and intentions. By exploring these mechanisms, researchers can identify the factors that lead to accurate social judgments as well as the biases that can distort interpersonal understanding and relationships.

92. (B) II, III, and V only
The likelihood of helping others is influenced by a combination of emotional states and environmental cues. Feeling empathy for someone in need or observing others acting helpfully can provide a powerful motivation to intervene. Additionally, being in a positive mood, often influenced by something as simple as good weather, can increase prosocial tendencies. These factors highlight the importance of internal feelings and external models in shaping an individual's willingness to assist others.

93. (C) The role of cognitive processes like memory, attention, and interpretation.
This modern perspective focuses on the mental activities that mediate between the social situation and an individual's response. It suggests that our social world is not just experienced directly, but is filtered through existing knowledge and mental shortcuts. By studying how people attend to social cues and interpret them, researchers can explain why different individuals might react differently to the same event, emphasizing the importance of internal mental states in social interaction.

94. (B) Depends on a comparison with a specific standard or reference group.
Feelings of dissatisfaction often stem from the perception that one's current situation is inferior to what is expected or what others have. It is not the absolute level of deprivation that matters, but the size of the gap between reality and a chosen standard. This subjective comparison can lead to feelings of resentment and injustice, serving as a major driver for collective behavior, social movements, and conflict between different social groups.

95. (A) Both A and R are true and R is the correct explanation of A.
People naturally want to feel good about themselves, and a part of their self-worth is tied to the groups they belong to. To achieve a positive identity, individuals often emphasize the good qualities of their own group while downplaying those of others. This process of social comparison is a fundamental driver of in-group favoritism and can lead to bias, as people strive to maintain the relative superiority of their group over others.

96. (B) Door-in-the-face technique.
This strategy relies on the principle of reciprocity to gain compliance. By starting with a large demand that is likely to be refused, the influencer makes the subsequent, smaller request appear like a concession. The target person then feels a social pressure to match this concession by agreeing to the second request. Understanding these subtle tactics provides insight into how social expectations and the desire for fairness can be used to influence human behavior.

97. (B) The range of topics and phenomena studied by the field.
The discipline covers an incredibly wide array of human experiences, from individual thoughts about the social world to the large-scale dynamics of groups and entire societies. This breadth includes topics like attitudes, aggression, leadership, and prejudice, as well as the application of these principles to health, law, and the environment. By defining the field's reach, researchers can organize their work and identify the many ways social factors influence every aspect of human life.

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145. (D) All of the above
Influence over others can be derived from several different bases within a social structure. These include the ability to punish or reward, the possession of specialized knowledge, the status of a formal role, and the respect or liking gained from personal qualities. Recognizing these various sources of power is essential for analyzing the dynamics of leadership and social interaction in groups, as the way influence is used often depends on the specific base from which it comes.

146. (A) Behaviors and cognitions related to the possession, marking, and defense of a physical space.
This concept involves the ways individuals and groups establish ownership over certain areas to regulate their social interactions and provide a sense of security. It can involve anything from a personal desk at work to a neighborhood boundary. By marking and defending these spaces, people communicate their status and manage their privacy, which is vital for maintaining social order and reducing conflict within a shared physical environment in various social settings.

147. (C) Field Theory.
This holistic perspective emphasizes that human behavior can only be understood by looking at the total psychological situation, or the dynamic forces in an individual's immediate environment. It views the person and their surroundings as a single, interconnected system where every part influences the whole. By focusing on these relationships, the theory provides a way to analyze how motives, goals, and external pressures combine to determine an individual's actions in any given social context.

148. (B) P-3, Q-1, R-2, S-4
Theoretical frameworks provide different lenses for understanding how social groups interact. Some focus on the structural competition for tangible resources, while others emphasize the psychological role of identity and favoritism. Additionally, some look at the perception of fairness and the subjective feeling of being treated unjustly compared to others. Together, these theories offer a comprehensive view of the factors that lead to intergroup conflict or cooperation in a complex and diverse social world.

149. (C) Peer pressure and conformity.
The desire to be accepted by one's friends often leads individuals to adopt the group's standards for behavior and appearance. This influence is particularly strong during adolescence, as young people look to their peers to define their social identity. By following these norms, individuals maintain their social bonds and avoid the risk of rejection, illustrating the powerful role of group standards in shaping individual choices and self-expression within the context of interpersonal relationships.

150. (B) Transformational
This style of leadership focuses on inspiring and empowering followers to reach their full potential and work toward a shared vision. Such leaders act as role models and encourage innovation, creating a positive and dynamic social climate where members feel valued and motivated. This approach can lead to higher performance and greater group satisfaction, as it moves beyond simple rewards and punishments to foster a deep sense of commitment and purpose within the entire organization.

151. (D) It encompasses a wide range of topics from individual cognition about the social world to group and intergroup processes.
The field of social psychology is incredibly broad, covering everything from how we think about others and form attitudes to how we behave in groups and relate to different cultures. It includes the study of interpersonal relationships, social influence, and the application of these principles to real-world issues. This wide reach allows researchers to provide a comprehensive understanding of human behavior in its social context, addressing both the individual mind and collective actions.

152. (D) All of the above
Hostile behavior can be triggered by a wide variety of social, environmental, and individual factors. These include the frustration of being blocked from a goal, the discomfort of a hot environment, and the social learning that occurs through observing others. Additionally, group situations that lead to a loss of self-awareness

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following commands from an authority, and being swayed by persuasive communication. Distinguishing between these processes is important for understanding the different types of social pressure we experience in our daily lives and how our social environment shapes our behavior and beliefs in various contexts.

169. (C) Social conflict arises from the perception that one's group is unfairly disadvantaged compared to a relevant reference group.
Feelings of injustice often come from the subjective comparison of one's situation to that of others, rather than from absolute poverty or hardship. When a group believes they are not receiving what they deserve compared to another group, it can lead to resentment and social unrest. This concept highlights that the social context and the choice of comparison group are vital for understanding the motivations behind collective action and conflict in a diverse and unequal society.

170. (A) The ratio of one partner's outcomes to inputs is equal to the other partner's ratio.
This perspective suggests that people seek a specific kind of fairness in their social interactions. When they perceive that the effort they put in and the rewards they receive are proportional to those of others, they feel satisfied. However, if they feel they are putting in more for less reward, or vice versa, they experience distress and are motivated to restore balance. This focus on the fairness of exchange is key for understanding relational and group satisfaction.

171. (D) Social Cognition.
This modern perspective focuses on the mental shortcuts and frameworks people use to process social information efficiently. These tools allow us to make quick judgments and handle the vast amount of data we encounter daily, but they can also lead to systematic biases. By investigating how memory, attention, and interpretation work in social settings, researchers can explain why social judgments are often predictable and sometimes flawed, emphasizing the central role of individual mental processes.

172. (C) I, III, and IV only
The study of how people interact in groups covers a wide range of processes, from leadership and motivation to collective decision-making. It identifies how the structure of a group and the roles people play can lead to both positive outcomes like effective cooperation and negative ones like reduced effort or flawed reasoning. Recognizing these dynamic processes is essential for improving group performance and understanding the ways that social settings influence individual behavior and collective choices.

173. (C) Applied social psychology of health.
Research in this area examines how psychological and social factors influence physical well-being. By investigating how attitudes, social support, and beliefs about control impact health behaviors like diet and medication adherence, researchers can develop more effective interventions. This focus on the social context of illness and wellness highlights that maintaining health is not just a biological issue, but also a matter of personal choices and the social environment in which those choices are made.

174. (D) A flexible, culturally-variable zone of comfort around an individual.
This concept refers to the subjective area surrounding a person that they consider their own. The size of this zone can change depending on who they are with and the cultural norms they have learned. When someone enters this space without permission, it often leads to discomfort or defensive behavior. Understanding these spatial requirements is vital for analyzing social communication and the way people manage their privacy and social interaction in different environments.

175. (D) A false but R is true.
Experimental results have shown that intergroup bias can be triggered by the most trivial and arbitrary criteria, even without any history of conflict. In these studies, people favored their own group members even when group assignments were based on simple things like a coin toss. This finding demonstrates the powerful psychological tendency to favor the 'in-group' and highlights that mere categorization into groups is enough to produce discrimination, even in the absence of real competition.

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power, and territory. When one group's success is seen as coming at the expense of another's, it leads to hostility, prejudice, and negative stereotypes. This functional perspective suggests that intergroup tension is not just a psychological issue but a result of the struggle for tangible goals, highlighting the importance of cooperation on shared objectives to restore social harmony.

161. (B) All of the above.
Tracing the history of the field allows us to understand how current research has been shaped by the events of the past and the evolution of scientific methods. It provides context for modern theories and helps explain why certain topics, such as authority and consistency, became such major areas of study. By looking back at how social psychology has developed, we can better appreciate the progress made and understand the foundations of contemporary social inquiry.

162. (A) Cognitive dissonance.
When an individual recognizes a conflict between their beliefs and their actions, they experience an uncomfortable state of psychological tension. This feeling drives them to find a way to resolve the inconsistency, often by changing their attitude or justifying their behavior to themselves. This process is a fundamental part of human psychology, helping to explain a wide range of behaviors where we attempt to maintain a consistent and positive image of ourselves in our minds.

163. (C) Sociobiology.
This perspective examines the biological and evolutionary roots of social behavior, suggesting that many of our interactions are shaped by the goal of passing on our genes. It explores how tendencies toward helping relatives or competing for status may have provided survival advantages to our ancestors. By looking at human social life through the lens of natural selection, researchers aim to explain the universal aspects of human nature and the evolutionary functions of complex social structures.

164. (D) Explain the causes of behavior and events.
This mental process involves making inferences about why people act the way they do and why things happen in the social world. By identifying the causes of events as either internal to the person or external to the situation, individuals can build a predictable and understandable social environment. Understanding how these explanations are formed is a key part of social perception, as it influences how we judge others and how we respond to their actions.

165. (B) I, II, and III only
Applied research in the field uses psychological principles to address real-world challenges in areas like healthcare, the legal system, and environmental sustainability. By studying how social influence and cognition impact doctor-patient communication, the design of public spaces, and the accuracy of courtroom testimony, researchers can improve people's lives and the functioning of society. These examples highlight the practical value of social psychology in solving problems that affect individuals and communities on a daily basis.

166. (B) A learned, global evaluation that influences thought and action.
Attitudes are stable judgments about people, objects, and ideas that help us navigate the social world. They are typically composed of feelings, beliefs, and behavioral intentions, providing a consistent framework for our responses. Because they are learned through experience and social influence, they can also be changed. Understanding how attitudes are formed and how they guide behavior is a central part of social psychology, connecting our internal mental evaluations to our outward social actions.

167. (D) Increasing the size of the group.
The tendency for individuals to work less hard in a group often occurs when their personal effort is not identifiable and they feel less responsible for the outcome. While making a task more engaging and identifying each person's contribution can reduce this effect, simply adding more people to the group usually makes it worse. This happens because individual accountability becomes even more diffused, leading to a further decrease in the motivation of each group member.

168. (A) P-3, Q-1, R-4, S-2
Social influence involves several different ways that people change their thoughts and actions because of others. These include matching group behaviors, responding to direct requests,

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their attitudes. This form of social power is particularly effective because it is based on a genuine connection rather than formal authority or the threat of punishment. Understanding this process provides insights into how charisma and personal relationships shape leadership.

200. (A) I, III, II, IV
The development of social psychology followed a progression from early experimental studies on group pressure to the formalization of complex cognitive theories. Initial work focused on how the majority influences individual judgment, followed by the development of ideas about mental consistency. Later, famous research explored the power of authority, eventually leading to a focus on the psychological roots of group identity. This history reflects the field's growing interest in the mental processes that drive human social behavior and interaction.

201. (C) A parent says "You are absolutely forbidden from seeing that person ever again!"
When individuals perceive that their freedom to make their own choices is being severely restricted, they often experience a strong psychological pushback. This unpleasant state motivates them to reassert their independence, often by doing exactly what was forbidden. This response highlights that overly controlling or authoritative commands can backfire, as people are naturally inclined to resist threats to their autonomy. Understanding this reaction is essential for effective communication and influence in both personal and professional social relationships.

202. (A) Social psychology focuses more on the individual in the social context, while sociology focuses more on broad societal structures.
While both fields study human behavior in a social world, they focus on different levels of analysis. One emphasizes the mental processes and individual experiences of people as they interact with others and respond to social pressure. The other looks more at the large-scale social systems, institutions, and cultural patterns that shape society as a whole. Together, these two disciplines provide a more complete understanding of the relationship between the individual and the broader social structure.

203. (D) Groupthink.
Flawed decision-making often occurs in highly cohesive groups when the desire for harmony outweighs a realistic assessment of all available information. Members may feel pressured to agree and may suppress their own doubts to maintain unity, leading to an illusion of invulnerability and consensus. This process can result in risky or unethical choices as the group fails to critically evaluate alternatives. Recognizing these warning signs is essential for improving group effectiveness and ensuring thorough and objective collective decision-making.

204. (B) Award more points to in-group members, even at a cost to their own group's absolute gain.
Experimental research has shown that intergroup bias can be triggered by the most trivial and arbitrary criteria, with people favoring their own group even when group assignments are meaningless. In these studies, individuals were motivated to maximize the difference between their group and the out-group, even if it meant their own group received less in absolute terms. This finding demonstrates the powerful psychological drive for in-group superiority and highlights how easily social categorization can lead to discrimination.

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205. (C) A perceived lack of control over social interactions.
The subjective distress associated with high population density is often more about the psychological experience than the physical number of people. When individuals feel they cannot manage their social contacts or maintain their personal space, they experience a sense of being cramped and stressed. This lack of control is a key factor that turns a high-density setting into an uncomfortable one, highlighting the importance of personal autonomy and spatial management for maintaining social well-being in crowds.

206. (D) Effort justification.
When people invest significant time or energy into achieving a goal, they feel a psychological need to believe that the outcome was worth the effort. If the result is mediocre, an inconsistency arises between their hard work and the reward, causing mental tension. To resolve this, they often convince themselves that the goal is more

176. (B) Cognitive Dissonance Theory.
While many social psychological theories focus on the interactions between different groups and the roots of conflict and identity, others are primarily concerned with the internal mental states of the individual. Some look at how competition for resources or group categorization leads to bias, while others examine how we manage inconsistencies within our own beliefs. Distinguishing between these interpersonal and intrapsychic theories is important for understanding the different levels of analysis used in the field of social psychology.

177. (B) Social facilitation.
The presence of an audience increases a person's physiological arousal, which can enhance their performance on tasks they already know well. This happens because the arousal strengthens the most natural or well-learned response. However, this same process can lead to mistakes on difficult or unfamiliar tasks. This phenomenon illustrates how the simple presence of others, even without direct interaction, can have a significant impact on an individual's ability and the quality of their performance in various settings.

178. (A) Low-balling technique.
This social influence strategy involves getting someone to agree to a task or purchase at a lower cost, and then revealing hidden costs or disadvantages once the commitment is made. It works because once people have made an initial agreement, they feel a psychological need to follow through to maintain their consistency. By using this commitment, the influencer can gain compliance with a deal that the target person might have rejected if all the details were known initially.

179. (C) Obedience.
This form of social influence involves changing one's behavior in response to a direct order from a person in a position of authority. It is a fundamental part of hierarchical organizations where following commands is expected and necessary for coordination. Research in this area explores the factors that make people more likely to follow orders, even when they conflict with personal values, providing insights into the power of social roles and the legitimacy of authoritative systems.

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180. (D) Reactance.
When individuals perceive that their freedom to choose or act is being restricted, they often experience a strong psychological pushback. This unpleasant state motivates them to reassert their independence, often by engaging in the forbidden behavior. This response highlights the importance of autonomy in social life and can explain why overly controlling attempts at persuasion or authority can sometimes backfire, leading to the opposite of the intended behavior in various social interactions.

181. (C) Social Cognition.
This perspective focuses on how people process social information and the mental tools they use to make sense of the world. One key feature is the tendency to favor information that supports our existing beliefs while ignoring conflicting data. By investigating these cognitive biases and the mental shortcuts people use, researchers can explain why social judgments are often consistent but also prone to errors. This approach emphasizes the central role of internal mental processes in shaping our social reality.

182. (B) Peripheral route to persuasion.
When people are influenced by superficial cues like a speaker's attractiveness or status, rather than by the strength of their arguments, they are following a low-effort path to attitude change. This happens when the person is either not motivated or unable to think deeply about the message. While this type of influence can be effective in the short term, it often leads to attitudes that are less stable and more likely to change in the future.

183. (D) Social Exchange Theory.
This rational perspective suggests that social interactions are guided by a form of bookkeeping where people try to maximize their benefits and minimize their costs. Helping others and cooperating are seen as choices made based on the expected rewards, such as companionship, status, or future assistance. This focus on the profitability of relationships emphasizes the importance of self-interest and reciprocity in maintaining social bonds and understanding how people decide to invest their time and energy in others.

can also increase the likelihood of aggression. Recognizing this range of causes is essential for developing effective strategies to manage and reduce conflict in society.

153. (C) You like your friend, your friend likes a movie, and you also like the movie.
A state of cognitive harmony exists when the relationships and evaluations between three connected elements are consistent. In this case, since you like your friend and you both share a positive evaluation of an object, there is no psychological tension. This stability is a goal of social perception, as individuals are motivated to maintain balanced relationships where their own views and those of the people they like are in agreement about the social world.

154. (A) A rational analysis of profits and losses.
This perspective suggests that human social interactions are guided by a form of mental bookkeeping where people seek to maximize their rewards and minimize their costs. Relationships are maintained when the benefits, such as support and companionship, are seen as greater than the investments of time and effort. This rational approach emphasizes the importance of reciprocity and self-interest in the development and maintenance of social bonds between individuals in various social and professional contexts.

155. (A) Both A and R are true and R is the correct explanation of A.
The presence of an audience increases a person's physiological arousal, which makes them more likely to perform their most natural or "dominant" response. For easy or well-practiced tasks, this usually means an improvement in performance. However, for difficult or new tasks, the most likely response is an error, so being watched can actually lead to poorer results. This finding highlights how the social environment interacts with an individual's level of skill to determine their success.

156. (B) Environment.
Applied research in this area explores the multifaceted relationship between people and their physical surroundings. It examines how things like urban design, population density, and noise levels influence social behavior and mental well-being. By understanding how the environment shapes our actions, psychologists can provide valuable information for creating public spaces that support positive social interaction and reduce stress, illustrating the practical importance of social psychological principles in improving our everyday lives and communities.

157. (C) Foot-in-the-door technique.
This strategy involves getting someone to agree to a small, easy request first, which makes them more likely to agree to a much larger request later. It works because the initial agreement changes the person's view of themselves, leading them to believe they are the kind of person who supports that cause. This need for internal consistency drives them to follow through on the second, more significant commitment, demonstrating the powerful role of self-perception in social influence.

158. (D) Group dynamics.
The study of how people lead and how groups function is part of a broader interest in the collective processes that occur when individuals interact. It involves analyzing the structure of groups, the roles people play, and the ways they make decisions and influence each other. By understanding these dynamic processes, researchers can identify the factors that lead to effective teamwork and high performance, as well as the potential problems that can arise in group settings.

159. (A) Milgram's shock experiments.
Famous research showed the powerful influence that an authority figure can have on an individual's behavior. In these studies, many participants followed orders to harm another person, even when they felt it was wrong, as long as the authority figure took responsibility. The results provided a shocking insight into the strength of social pressure and the potential for destructive behavior in hierarchical systems, sparking important debates about ethics and the nature of human morality.

160. (B) A zero-sum competition for valued, limited resources.
Conflict between social groups is often driven by a structural competition for things like jobs,

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social support in allowing individuals to remain independent and the importance of having even a single dissenting voice to prevent the complete dominance of group pressure in social decision-making.

192. (A) I, II, and III only
When people experience the psychological discomfort of inconsistency, they have several ways to restore mental balance. They can change their beliefs, find new reasons to justify their behavior, or simply downplay the importance of the conflicting information. These strategies help to reduce the tension and maintain a consistent and positive self-image. Understanding these mental adjustments is key to explaining why people often go to great lengths to justify their choices and protect their sense of inner harmony.

193. (B) Kurt Lewin.
This influential researcher proposed that human action is determined by the continuous interaction between an individual's personal characteristics and their psychological environment. This dynamic perspective emphasizes that to understand behavior, we must look at the total field of forces as they are perceived by the person at any given time. This approach moved the field away from looking at internal traits alone and toward a more complex and holistic view of human social interaction.

194. (A) Social cognition.
This modern perspective focuses on the mental processes that individuals use to perceive, remember, and interpret information about the social world. It suggests that our social reality is not just a direct reflection of events, but is filtered through our existing knowledge and mental shortcuts. By investigating how these cognitive tools work, researchers can explain why social judgments are often efficient and consistent, but also prone to systematic biases that influence how we relate to others daily.

195. (D) Both A and R are false.
The impact of an audience on an individual's performance is not a simple matter of improvement across all situations. While the presence of others creates a state of physiological arousal, this arousal only enhances performance on tasks that are simple or well-learned. On difficult or new tasks, it actually makes mistakes more likely. Therefore, the effect of being watched depends heavily on the complexity of the task and the person's level of skill and familiarity with it.

196. (D) Law.
Applied research in the legal system explores how social and cognitive factors can influence the outcome of investigations and trials. By studying how high-pressure interrogations can lead innocent people to confess to crimes, psychologists provide valuable insights into the vulnerabilities of the justice system. This work helps legal professionals understand the power of social influence in criminal cases and develop strategies to ensure that the process remains fair and that judicial decisions are based on reliable evidence.

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197. (C) People are motivated to maintain relationships that are profitable, where rewards exceed costs.
This rational perspective suggests that social interactions are guided by a form of mental bookkeeping where people seek to maximize their benefits and minimize their investments. Relationships are maintained when the rewards, such as companionship and support, are seen as greater than the costs of time and emotional energy. This focus on the profitability of exchange emphasizes the role of self-interest and reciprocity in the development and maintenance of social bonds between people in various settings.

198. (B) Group polarization.
When group members discuss a topic where they already hold a common leaning, their final collective view often becomes even more extreme than their individual starting points. This happens because members are exposed to new arguments that support their position and because they want to be seen as good representatives of the group's values. This phenomenon can lead groups to make more radical decisions than any single member would have chosen alone, reflecting the powerful influence of group discussion.

199. (D) Referent power.
This type of influence is based on the personal qualities of the influencer and the respect or attraction they command from others. When people like and admire a person, they are more willing to follow their lead and adopt

more weight than others. Believing someone is a "warm" person can lead to an entire set of positive assumptions about their character, even without any evidence. These influential qualities act as anchors for our social judgments, highlighting how a single perceived characteristic can shape our entire perception of another person and influence how we choose to interact with them in the social world.

215. (D) The rise of behaviorism, which it initially reacted against and later integrated with cognitive concepts.
The history of social psychology has been shaped by the shifting focus of scientific investigation. While early work was influenced by a focus on observable behavior and its environmental triggers, researchers eventually recognized the importance of mental processes like perception and interpretation. This evolution led to the development of the modern cognitive perspective, which explores how internal thoughts and social context interact to produce human behavior. This progression reflects the field's commitment to building a more complete understanding of social life.

216. (A) Social facilitation.
The simple presence of an audience can create a state of physiological arousal that enhances an individual's performance on tasks they already know well. This happens because the arousal strengthens the person's most natural or dominant response. This effect illustrates how the social environment can directly influence an individual's ability and the quality of their performance, even without any direct interaction. Understanding this phenomenon provides insights into why people often excel in front of a crowd in various competitive and social settings.

217. (B) The operation of a heuristic or peripheral cue.
When people make judgments based on superficial qualities rather than on a thorough analysis of information, they are following a low-effort path to social perception. Factors like physical attractiveness can serve as a shortcut that influences how someone is judged, even in serious settings like a trial. Recognizing these biases is essential for improving the fairness of legal systems and understanding how social judgments are often influenced by factors that are not directly relevant to the actual evidence or facts.

218. (A) You like your friend (+), your friend dislikes your favorite political candidate (-), and you like the candidate (+).
A state of cognitive imbalance exists when the evaluations among three connected elements are inconsistent, leading to a sense of psychological tension. If you like someone but you strongly disagree with them about an important issue, you feel a pressure to resolve that conflict. This tension drives individuals to change their attitudes toward either the person or the issue to restore balance. This process is a fundamental part of social perception, as people are motivated to maintain harmonious and consistent relationships.

219. (D) All of the above.
Hostility between groups can be explained through several different lenses, including the structural competition for resources and the psychological need for a positive social identity. Additionally, when groups face frustration, they may look for an out-group to blame for their problems. These overlapping processes provide a comprehensive view of the many factors that lead to intergroup conflict, prejudice, and discrimination, highlighting the complexity of social behavior and the power of both structural and psychological forces in defining human interaction.

220. (B) Contingency theories of leadership.
These modern theories suggest that there is no single best way to lead; instead, the most effective approach depends on matching the leader's style to the specific needs of the situation. Factors like the clarity of the task and the relationship between the leader and the group all play a role in determining success. By understanding how these variables interact, researchers can identify the conditions that lead to effective leadership and high performance, as well as the situations where a leader might struggle.

221. (C) Sociobiology.
This perspective examines the biological and evolutionary roots of social behavior, suggesting that many of our interactions are shaped by the goal of surviving and passing on our genes. It

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valuable than it objectively is. This process helps explain why difficult experiences can lead to higher levels of commitment and satisfaction in groups.

207. (A) communication
The ways people exchange information through both words and nonverbal signals like facial expressions and body language are foundational for understanding how we perceive others. These cues provide vital information about another's emotions, status, and intentions, helping us build a coherent picture of their personality. By investigating how this information is gathered and interpreted, researchers can explain why social judgments are often quick and effective, and how they guide our behavior in daily social interactions.

208. (B) A universal and innate desire for peaceful cooperation.
Social psychologists explore many potential causes for hostile behavior, including biological drives, the influence of models in the media, and the frustration caused by blocked goals. While cooperation is also a common part of human life, it is not considered an explanation for why aggression occurs. By investigating these diverse environmental and internal factors, researchers aim to understand the conditions that trigger conflict and find ways to promote social peace and more constructive forms of human interaction.

209. (B) Group-based relative deprivation.
Feelings of injustice often come from the subjective comparison of one's group situation to that of another group, rather than from absolute hardship. When members of a group believe they are not receiving the same benefits or status as others, it can lead to resentment and collective action. This concept highlights that the social context and the choice of comparison groups are vital for understanding the motivations behind intergroup conflict and the struggle for fairness in an unequal society.

210. (A) Health.
Applied research in the medical field examines how interpersonal communication and social influence can improve the quality of patient care. By investigating the factors that make people more likely to follow a doctor's advice, psychologists can develop more effective strategies to promote healthy behaviors. This work demonstrates the practical value of social psychological principles in improving medical outcomes and understanding the role that relationships and personal beliefs play in managing illness and maintaining physical and mental well-being.

211. (C) Social Cognition.
This modern perspective focuses on the mental frameworks that people use to organize their knowledge about the world and make sense of social information. These structures influence what we notice, how we interpret it, and what we remember about others. By investigating these cognitive processes, researchers can explain why social judgments are often efficient but also prone to systematic biases based on our expectations. This approach emphasizes the central role of individual mental processes in shaping our social reality.

212. (D) Whether individual performance is being evaluated or not.
The impact of a social setting on an individual's effort often depends on whether their personal contribution is identifiable. When people feel that their specific performance is being watched or measured, they may experience an increase in arousal that enhances their work. However, when individual effort is hidden within a group task, they may feel less responsible and work less hard. This distinction is vital for understanding how group structures influence motivation and the productivity of their members.

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213. (C) The norm of reciprocity.
A fundamental rule of social life is that we should return favors and help those who have helped us. This expectation of future assistance is a powerful motivator for prosocial behavior, as people see helping as a way to build a supportive network and ensure they will have help when they need it. This focus on the mutual exchange of benefits highlights the functional and cooperative nature of human social interactions and the importance of shared norms for maintaining social stability.

214. (A) Central trait influencing impression formation.
When people form impressions of others, they often rely on key pieces of information that carry

184. (A) Introducing superordinate goals that required intergroup cooperation.
Classic research demonstrated that intergroup hostility could be effectively reduced by giving competing groups a task that neither could finish alone. These shared objectives forced members to work together, which helped to break down 'us versus them' thinking and create a new, inclusive group identity. This finding highlights the power of structural changes in the social environment and the importance of cooperation on common goals for building harmony and reducing prejudice in diverse social groups.

185. (D) All of the above
The study of collective processes covers a wide range of topics, from how individuals lead to the ways group settings influence performance and effort. It examines the factors that make a leader effective and the potential for reduced motivation or enhanced ability when people work together. By investigating these dynamic interactions, researchers can understand the structure and functioning of groups, providing insights into both the benefits and the challenges of collective human behavior and decision-making in organizations.

186. (A) Social psychology.
The fundamental human need to belong to a group and connect with others is a central topic in this field. It explores why people form social bonds, the benefits of belonging, and the psychological impact of being excluded. By investigating the factors that drive social affiliation, researchers can understand how groups are formed and maintained, and the powerful role that our relationships with others play in shaping our identity, mental well-being, and social behavior in general.

187. (D) Relative deprivation.
This concept highlights that dissatisfaction often comes from the subjective perception of being unfairly treated compared to a chosen standard or another group. It is not about the absolute amount one has, but the gap between reality and what is believed to be deserved. This feeling of injustice is a powerful driver of social movements and conflict, illustrating that the social context and personal comparisons are essential for understanding human motivation and collective behavior in society.

188. (A) P-3, Q-4, R-1, S-2
Many social behaviors and cognitive biases can be illustrated with common examples from daily life. These include following commands, favoring one's own successes, and making assumptions about others' character. Additionally, acts of helping and intended harm show the range of human social interaction. By connecting these concepts to their real-world illustrations, we can see how the principles of social psychology explain the common and complex ways that people think about and relate to each other.

189. (C) Calculation of costs and rewards.
Theoretical frameworks that explain group behavior often focus on the psychological processes of identity, categorization, and comparison. These concepts emphasize that people derive self-esteem from their group memberships and are motivated to see their own groups as superior. While some other perspectives look at social life as a rational exchange of benefits and costs, the focus here is more on the social and cognitive roots of bias and the formation of a collective sense of self.

190. (D) Environment.
Applied research in this area uses social psychological principles to encourage sustainable choices and behaviors that benefit the natural world. By studying how social norms, attitudes, and communication affect recycling and energy use, psychologists can design more effective programs to promote environmental responsibility. This work demonstrates the practical value of applying social inquiry to solve large-scale problems and improve the relationship between humans and their physical surroundings in various community and urban settings.

191. (A) The presence of a single ally who gives the correct answer dramatically reduces conformity.
Famous studies on following the majority showed that when people are faced with a unanimous group, they often go along with a wrong answer. However, if even one other person disagrees with the group, the pressure to conform is significantly broken. This finding highlights the power of

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explores how tendencies toward helping relatives or competing for status may have provided advantages to our ancestors. By looking at human life through the lens of natural selection, researchers aim to explain the universal aspects of human nature and the evolutionary functions of the complex social structures that have developed throughout history.

222. (D) Social loafing.
The tendency for individuals to work less hard in a group task often occurs when their personal effort is hidden and they feel less responsible for the final outcome. When individual contributions are not identifiable, the motivation to pull one's weight is reduced, leading to a drop in overall group performance. This phenomenon highlights how social structures can influence motivation and individual effort, emphasizing the importance of accountability and shared responsibility for ensuring that everyone contributes their fair share in collective group work.

223. (A) The intention to help versus the intention to harm.
Social behaviors are defined by the underlying goal of the action. Helping behavior is characterized by the voluntary intent to provide a benefit or assist another person, while aggressive behavior is defined by the goal of causing physical or psychological pain. Distinguishing between these two types of action is important for understanding human social interaction, as one involves contributing to the well-being of others while the other involves a violation of that well-being through intended harm.

224. (B) Environmental psychology and territoriality.
Applied research in this area explores the complex relationship between people and their physical surroundings, including how they establish ownership over certain spaces to regulate their social lives. By studying how individuals in cities manage their personal space and use physical markers to indicate their territory, psychologists can provide insights into how to design urban environments that reduce conflict and support mental health. This work demonstrates the practical value of social principles in improving the quality of our daily lives and communities.

225. (B) Expert Power.
This type of influence is based on the target's perception that the influencer has specialized knowledge or skills that are valuable. People follow the lead of an expert because they believe that person has the information needed to achieve a goal or solve a problem. This form of social power is particularly effective in settings where expertise is recognized and valued, highlighting how the possession of information can be a powerful tool for shaping the behavior and attitudes of others.

226. (A) Both (B) and (C).
These two frameworks are both concerned with the psychological need for consistency among our beliefs, attitudes, and behaviors. One focuses on the relationships between people and their shared evaluations, while the other looks at the internal discomfort caused by holding conflicting information. Both suggest that people are motivated to avoid inconsistency and will find ways to restore harmony, providing a comprehensive understanding of how the desire for balance drives human social judgment and attitude change in various contexts.

227. (C) mere categorization
Experimental research has shown that intergroup bias can be triggered by the most trivial and arbitrary criteria, even without any history of conflict or competition. In these studies, people favored their own group members simply because they were assigned to the same category. This finding demonstrates the powerful psychological tendency to favor the 'in-group' and highlights that the act of dividing people into groups is enough to produce discrimination, even when there is no real difference between them.

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228. (D) It caused significant psychological distress to the participants.
Famous research on authority showed that many people will follow orders to harm another person, even when they feel it is wrong. However, the study became controversial because the participants were led to believe they were actually causing pain, which led to high levels of stress and anxiety. This sparked important debates about the ethics of psychological research and the need to protect the well-being of participants,

is recognized, highlighting that the possession of information and the ability to solve problems are powerful tools for shaping the actions and beliefs of others.

244. (D) Group polarization.
When individuals with a common leaning discuss a topic, their collective final position often becomes more extreme than their initial individual views. This happens because members are exposed to new, supporting arguments and because they want to be seen as good representatives of the group's values. This phenomenon can lead groups to make more radical decisions or adopt more extreme positions than any single member would have chosen, illustrating the powerful role of group discussion in shaping social and political attitudes.

245. (B) The person's subjective reality at a given moment.
This concept represents the total psychological field as it exists for an individual, including their current needs, goals, and their perception of the social environment. It highlights that behavior is determined by the total situation as it is experienced by the person at any given time, rather than by internal traits or external stimuli alone. This dynamic approach provides a way to understand the complex forces that interact to determine human actions in any given social and personal context.

246. (B) Social Psychology.
The field investigates the multifaceted ways in which individuals are influenced by the social world around them. It encompasses the study of mental processes used to interpret others, the forces that change our attitudes and behaviors, and the nature of our relationships with both individuals and groups. By using scientific methods to test hypotheses about human interaction, researchers build a comprehensive understanding of social life, bridging the gap between individual psychology and the broader social structure of society.

247. (D) Altruism is a type of prosocial behavior motivated by an unselfish desire to help.
Voluntary actions intended to assist others are a broad category that can be driven by many different motivations, including social expectations and the desire for reciprocity. However, some acts are characterized by a pure and selfless concern for another person's well-being, with no expectation of any kind of reward. Distinguishing between these motivated and selfless forms of helping is essential for understanding human nature and the factors that encourage individuals to prioritize the needs of others over their own.

248. (A) Formed the foundational, grand theories of the mid-20th century.
Several broad theoretical frameworks provide the essential building blocks of the field, having guided decades of empirical research. These include ideas about the psychological forces in our environment, the need for mental consistency, and the biological roots of behavior. While newer perspectives continue to emerge, these established foundations remain vital for organizing our knowledge of social life and providing a coherent system for understanding how the individual and the social world interact to shape human thoughts and actions.

249. (C) Cognitive Dissonance Theory.
When people make a difficult choice between two attractive options, they often experience an uncomfortable state of tension because they are missing out on the benefits of the choice they rejected. To reduce this discomfort, they often convince themselves that the option they chose is much better than they initially thought, while downplaying the value of the other one. This process of self-justification helps individuals feel good about their decisions and maintain a consistent and positive sense of themselves.

250. (A) Which variables specifically impact the perceived credibility of a legal eyewitness?
Applied research in the legal field investigates how psychological principles can improve the fairness of trials and the accuracy of judicial outcomes. By studying the factors that influence how jurors judge the reliability of memory and testimony, researchers can identify potential sources of bias in the justice system. This work helps legal professionals understand the human elements of the courtroom and develop strategies to ensure that verdicts are based on the best possible evidence, illustrating the practical importance of social psychology.

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When people see others suffering, they may feel threatened by the idea that it could happen to them too. To reduce this anxiety, they may unconsciously blame the victim for their own misfortune, convincing themselves that there must have been a reason for the event. This bias helps individuals maintain a sense of security and control.

237. (C) You give a donation to a charity solicitor who asks you on the street.
This type of social influence occurs when an individual changes their behavior in response to a direct and explicit request from another person. Unlike matching group standards to fit in, this involves a peer-to-peer interaction where there is no formal authority, but there is still a social pressure to be helpful or agreeable. Recognizing these direct appeals is important for understanding how people are influenced in their daily lives and the common social tactics used to gain agreement and cooperation.

238. (D) The comparison level for alternatives is higher than the outcomes in the current relationship.
This rational perspective suggests that people evaluate their relationships not just based on their own rewards, but also by comparing them to what they could get elsewhere. If an individual believes that they could be happier or gain more benefits in another relationship or by being alone, they are more likely to leave. This focus on the potential for better outcomes elsewhere highlights the transactional nature of social bonds and the importance of perceived profitability in maintaining long-term relational commitment.

239. (A) All of the above.
Applied research in this area uses psychological principles to address environmental challenges by studying how physical settings impact social behavior and how to encourage sustainable choices. This includes investigating the effects of noise and crowding on aggression, as well as designing persuasive messages to promote water and energy conservation. This work shows the practical value of social psychology in solving large-scale problems and improving the relationship between humans and their surroundings, illustrating its broad reach in addressing critical societal and environmental issues.

240. (A) Social Learning Theory.
This perspective suggests that many of our social behaviors are learned through the observation and imitation of others. We look to models in our family, peer group, and media to see which actions are rewarded and which are punished, and we then adjust our own behavior accordingly. This focus on the social environment as a source of information highlights the powerful role of observation and reinforcement in shaping human interactions, providing a way to understand how complex social traits are developed.

241. (B) Crowding is the subjective feeling that one's personal space has been violated.
High population density can lead to an uncomfortable psychological state when individuals feel that they cannot manage their social contacts or that their physical space is being invaded. This feeling of distress is not about the number of people, but about the perceived lack of control over one's environment. Recognizing this distinction is important for understanding how people react to dense urban settings and for designing public spaces that support social well-being and reduce the negative effects of social stress.

242. (A) Enhance their self-esteem through their group affiliations.
This perspective suggests that a significant part of an individual's sense of self is derived from the groups they belong to. People are motivated to see their own group as superior to others because a positive group identity helps them feel better about themselves. This process of social comparison and favoritism is a fundamental part of human nature, explaining why people are so loyal to their groups and why they often show bias toward members of their own 'in-group'.

243. (C) Expert power.
This type of influence is based on the target's belief that the influencer has specialized skills or knowledge that are valuable for achieving a goal. People follow an expert's lead because they trust that person has the information needed to make the right decision. This form of social power is particularly effective in settings where expertise

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259. (C) Changing one's attitude to align with one's behavior.
When individuals encounter psychological tension from inconsistent cognitions, they often modify their attitudes to match their actions. This adjustment serves as a strategy to eliminate the mental discomfort caused by the contradiction. By aligning internal beliefs with external behaviors, the individual successfully reduces dissonance and achieves a state of cognitive equilibrium, which is the primary goal of this motivational process.

260. (A) behavior is caused by the totality of facts existing in the present moment.
The principle of contemporaneity suggests that only factors currently present in an individual's psychological field can influence their current behavior. While past events may have shaped the person, they only affect present actions if they are still active in the individual's current lifespace. This focus on the "here and now" emphasizes the immediate psychological reality as the driver of action.

261. (D) Social behavior is shaped by evolutionary pressures and genetic predispositions.
Sociobiology operates on the premise that social behaviors are influenced by genetic factors and the history of natural selection. It suggests that specific patterns of interaction evolved because they provided survival or reproductive advantages to ancestors. Consequently, many complex human behaviors are viewed as biological adaptations that have been preserved through inheritance to ensure the continuation of the species' genetic lineage.

262. (B) As a reflection of unconscious motives and early life experiences.
From a psychodynamic perspective, social interactions are deeply influenced by hidden psychological forces and formative experiences from early childhood. Behaviors within a group are seen as expressions of unconscious desires, anxieties, and unresolved conflicts that the individual may not be aware of. This approach looks beneath the surface of social conduct to find the historical, internal roots of an individual's personality.

263. (C) sociobiology focuses on genetics and evolution, while psychodynamic approaches focus on the unconscious mind and personal history.
These two traditional perspectives differ significantly in their primary focus when explaining social behavior. Sociobiology looks at the broad evolutionary history and genetic makeup of the human species to find the origins of conduct. In contrast, the psychodynamic approach focuses on the unique, unconscious mental history and internal psychological development of the individual to understand how they interact with others.

264. (D) why individuals might perform selfless acts for relatives.
Kin selection is an evolutionary concept used to explain why individuals might engage in self-sacrificial behavior for the benefit of their relatives. By helping family members who share similar genetic material, an individual indirectly promotes the survival and transmission of their own genes to future generations. This mechanism provides a biological explanation for altruistic acts that might otherwise seem disadvantageous to the individual.

265. (A) personal, unconscious history; deep evolutionary past
The psychodynamic approach seeks to explain behavior by investigating an individual's personal history and unconscious mental states. Conversely, sociobiology attempts to understand social interaction by looking at the deep evolutionary history and biological heritage of humans. While one focuses on the internal, subjective past of the person, the other focuses on the genetic and adaptive history of the entire human species.

266. (B) The analysis of how people think about the social world and others.
Social cognition is a subfield that investigates the mental processes involved in perceiving and interpreting the social world. It explores how people attend to social information, store it in memory, and use it to make judgments about others and themselves. This area of study is essential for understanding the cognitive foundations that underlie human social behavior and interpersonal relationship dynamics.

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251. (B) The examination of how individuals are influenced by their social environment.
Social psychology focuses on investigating how an individual's internal states and actions are affected by social environments. This includes the influence of people who are physically present, as well as those who are merely imagined or implied. The discipline examines the dynamic relationship between individual psychology and the surrounding social world to understand human behavior comprehensively.

252. (A) scientific and empirical.
This scientific discipline relies on empirical research methods, such as controlled experiments and correlational studies, to validate theories regarding human interaction. It prioritizes systematic observation and data collection over philosophical speculation or purely abstract reasoning. By employing these rigorous methodologies, social psychology establishes a factual foundation for understanding the complex mechanisms that drive social behavior within various contexts.

253. (C) By studying the individual within their social context.
Social psychology established its unique identity by bridging the gap between psychology and sociology. Unlike sociology, which emphasizes large-scale societal structures, or individual psychology, which often focuses on isolated internal processes, this field specifically analyzes individuals as they exist within social settings. This distinctive niche allows for a detailed exploration of how social environments fundamentally shape an individual's psychology.

254. (D) A broad range covering both individual cognitive processes and social interactions.
The discipline encompasses a vast range of subjects, extending from internal cognitive processes to complex social interactions. It covers intrapersonal topics like how we form attitudes and process social information, while also investigating interpersonal issues such as aggression and cooperation. This comprehensive scope ensures that both the internal mental life and the external social conduct of individuals are thoroughly examined.

255. (C) even when an individual is physically alone.
Social influence is not restricted to direct, face-to-face interactions between people. It can also occur when an individual is physically alone, as they may still be influenced by the perceived expectations or internalized norms of others. This concept highlights how mental representations of social groups or authority figures continue to shape personal behavior and thoughts regardless of immediate physical company.

256. (B) Behavior results from the interaction between a person and their current psychological environment.
Field Theory proposes that behavior is a dynamic outcome of the continuous interaction between a person and their subjective environment. This "lifespace" includes all psychological factors, such as needs and perceptions, acting upon the individual at any given time. The theory stresses that behavior cannot be understood by looking at personal traits or environmental factors in isolation from each other.

257. (D) A motivational drive to reduce psychological discomfort.
Cognitive dissonance theory explains that holding contradictory beliefs or behaviors triggers a state of psychological discomfort known as dissonance. This unpleasant tension acts as a powerful motivational force, driving individuals to restore internal consistency. People typically achieve this by altering their beliefs, justifying their actions, or acquiring new information that aligns their thoughts and behaviors, thereby reducing the mental strain.

258. (A) to understand behavior, one must consider both the person and their subjective environment.
The formula highlights that human behavior is a product of both individual characteristics and the perceived social environment. To accurately predict or understand actions, researchers must consider the person's internal state alongside their subjective experience of the world around them. This interactionist perspective rejects the idea that behavior is determined solely by either internal personality traits or external environmental stimuli.

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the core values of these societies, making the message more impactful and convincing.

276. (A) It is a voluntary action intended to benefit another person.
Prosocial behavior is defined by the intention to help or benefit other individuals through voluntary actions. This category includes a wide variety of helpful acts, such as sharing, volunteering, and cooperating. The primary focus is on the positive outcome for the recipient, regardless of the underlying motive. This type of behavior is essential for maintaining social bonds and ensuring group cohesion.

277. (D) Altruism is motivated by selflessness, while prosocial behavior can have various motives.
While prosocial behavior is a broad category of helpful acts, altruism is a specific type motivated solely by a selfless concern for others. Altruism requires helping without any expectation of reward or personal benefit. Prosocial behavior, however, can be driven by many different motives, including egoistic ones like seeking social approval. Thus, altruism is distinguished by its purely selfless motivational nature.

278. (B) a situational variable.
Situational variables are external factors in the environment that can significantly influence an individual's likelihood of helping others. The presence of bystanders is a classic example of such a variable, as it can lead to a diffusion of responsibility. This social context can inhibit prosocial actions even if the individual is otherwise inclined to help, demonstrating the power of the immediate situation.

279. (C) The capacity for empathy.
Empathy is an internal psychological factor that involves the ability to understand and share the emotional experiences of another person. It acts as a powerful motivator for prosocial behavior because it allows individuals to connect with the needs of others on an emotional level. People with higher levels of empathy are generally more likely to engage in helpful and cooperative actions.

280. (D) focuses on the positive aspects of social interaction and cooperation.
The study of prosocial behavior balances the focus on negative actions like aggression by exploring the human capacity for cooperation. It investigates conditions and motivations that lead people to help others and contribute to the common good. By highlighting kindness and selflessness, this research provides a more positive understanding of the complexities of human social interaction and cooperation.

281. (A) When the task is simple or well-learned.
Social facilitation occurs when the presence of others enhances an individual's performance on tasks that are simple or well-practiced. This effect is driven by increased physiological arousal, which strengthens the most likely or "dominant" response. If the task is easy, the correct response is dominant, leading to improved outcomes. However, if the task is complex, this same arousal might impair performance.

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282. (B) exert less effort when working in a group.
Social loafing refers to the phenomenon where individuals put forth less effort when working as part of a group compared to when they work alone. This reduction in motivation typically occurs when individual contributions are not being separately evaluated. In such settings, people may feel less personal accountability for the final outcome, leading to a decrease in their overall productivity and engagement.

283. (B) A diffusion of responsibility among group members.
A primary cause of social loafing is the diffusion of responsibility that happens within a group setting. When multiple people work toward a single goal, no one individual feels entirely responsible for the task's success. This sense of shared responsibility can lead members to decrease effort, assuming that others will compensate for their reduced contribution.

284. (A) the individual's level of physiological arousal.
The impact of an audience on an individual's performance is primarily mediated by their level of physiological arousal. Being watched by others naturally increases this arousal, which then influences how a person performs based on the task's difficulty. This heightened state of

267. (B) the way people explain the causes of behavior.
This theoretical framework is concerned with the processes individuals use to assign causes to various behaviors and events. It analyzes how people determine whether an action was driven by internal factors, like personality, or external factors, like environmental circumstances. Understanding these causal explanations is vital because they significantly influence how people react to others and how they form social judgments.

268. (A) the person's personality or internal characteristics.
A dispositional attribution occurs when an observer concludes that a person's behavior is caused by their internal characteristics, such as their personality traits, temperament, or personal beliefs. This type of explanation focuses on the individual's inherent qualities rather than the external situation they are in. Such attributions often lead to stable expectations about how that person will behave in the future.

269. (C) Verbal and non-verbal communication cues.
Forming impressions of others relies heavily on observing various forms of communication. Verbal cues, such as the words spoken, and non-verbal cues, like body language and facial expressions, serve as the primary evidence used to infer someone's internal states. These signals allow individuals to make quick assessments about the emotions, intentions, and personality traits of those with whom they interact.

270. (D) An external attribution.
When a person attributes an outcome to the nature of the situation or environment rather than personal qualities, they are making an external attribution. In this specific case, blaming the difficulty of a test for failure identifies a situational constraint as the primary cause. This type of reasoning shifts the responsibility away from the individual's internal traits and toward the external circumstances.

271. (C) a learned evaluation of a person, object, or issue.
An attitude is defined as a relatively stable and learned evaluation of a specific object, person, or issue. It involves a degree of favor or disfavor and guides an individual's responses toward the target. Unlike fleeting moods, attitudes are more enduring psychological constructs that combine beliefs, feelings, and behavioral tendencies, playing a central role in how people navigate their social environment.

272. (B) Affective, behavioral, and cognitive components.
The structure of an attitude is typically analyzed through three interconnected parts. The affective component involves emotional reactions toward an object, while the behavioral component includes actions or intentions. Finally, the cognitive component comprises beliefs and knowledge. Together, these three elements form a comprehensive evaluation that influences an individual's conduct within their social world.

273. (D) By determining which persuasive strategies are likely to be effective.
Cultural context plays a vital role in determining how easily attitudes can be changed through communication. Different cultures have unique values and norms that make certain types of persuasive messages more or less effective. For instance, what is considered a convincing argument in an individualistic society might not resonate in a collectivistic one, highlighting the importance of tailoring messages to cultural expectations.

274. (A) the consistency between the components of an attitude.
When an individual's beliefs, feelings, and actions toward something are all in agreement, it demonstrates consistency within the components of their attitude. In this scenario, the positive belief about exercise, the pleasant feelings after a workout, and the regular habit of going to the gym all align perfectly. Such alignment often results in a strong and stable attitude that is resistant to change.

275. (C) group goals and collective welfare.
In collectivistic cultures, social harmony and the well-being of the group are highly valued. Consequently, persuasive messages that focus on how an attitude or behavior benefits the collective whole are generally more effective than those focusing on individual gain. Appealing to shared goals and social responsibility aligns with

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or power, their interests become incompatible, leading to conflict. This perspective emphasizes that intergroup prejudice and discrimination are rooted in real, tangible struggles over the means for survival and success.

294. (B) is being treated unfairly compared to a relevant reference group.
Relative Deprivation Theory focuses on the subjective feeling that one's group is being treated unfairly or has less than it deserves compared to a specific reference group. Conflict arises not from a total lack of resources, but from the perception of an unfair gap. This sense of injustice can fuel resentment and lead to social protests or collective action.

295. (C) Two neighboring towns developing animosity over access to a single, limited water source.
Realistic Conflict Theory is best illustrated by situations where two groups are in direct competition for a single, necessary resource that cannot be easily shared. A struggle over a limited water source is a classic example of this, as the success of one group directly limits the other's access. Such zero-sum competitions are the primary drivers of intergroup animosity.

296. (D) To use social psychological knowledge to address real-world problems.
The main goal of this field is to take the theories, research, and principles of social psychology and use them to solve practical problems in society. Instead of focusing only on theoretical development, applied social psychologists work in various settings to improve well-being. Their work addresses critical issues in health, law, and the environment to create positive change.

297. (A) Personal space
Personal space is defined as an invisible, subjective buffer zone that individuals maintain around themselves to feel comfortable. When this boundary is crossed by others without permission, it often leads to feelings of discomfort, anxiety, or stress. The size of this space can vary based on the situation and the relationship between the people involved, acting as a crucial regulator of interaction.

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298. (B) The legal domain.
Within the legal domain, social psychologists apply their knowledge to understand the psychological processes involved in the justice system. This includes studying the factors that influence the accuracy and reliability of eyewitness accounts, which are critical for legal outcomes. By investigating how memory and social influence affect testimony, researchers can help improve the fairness and effectiveness of police procedures and courtroom trials.

299. (B) the negative psychological impact of high-density environments.
Research on crowding focuses on the subjective psychological and physiological stress that people experience in high-density environments. It investigates how being in a space with too many people can lead to negative outcomes, such as increased tension and reduced well-being. This study is distinct from simply measuring the physical density of a space, as it emphasizes the person's internal response.

300. (A) Designing an intervention to help people stop smoking.
In the health domain, social psychologists use principles of persuasion and influence to encourage people to adopt healthier lifestyles. Designing programs to help individuals quit smoking is a prime example. These interventions aim to change attitudes and behaviors related to health by addressing the social and psychological factors that contribute to habits, ultimately improving the overall quality of life.

readiness improves performance on simple tasks where the correct response is easy, but can cause mistakes on complex or unfamiliar tasks.

285. (C) Facilitation involves increased effort due to evaluation, while loafing involves decreased effort due to a lack of individual accountability.
Social facilitation involves an increase in effort and performance due to the arousal caused by being evaluated or watched. In contrast, social loafing involves a decrease in effort because the individual feels less personally accountable within a group. While facilitation is often triggered by an audience, loafing occurs when individual performance is hidden within the collective effort.

286. (D) Obedience involves a direct command from an authority, while conformity involves unspoken group pressure.
The fundamental distinction between these two forms of social influence lies in the source and nature of the pressure. Obedience is a response to an explicit command or instruction from a person perceived to be in a position of authority. Conformity, however, involves changing one's behavior to match group norms due to subtle, unspoken pressure from peers, rather than direct orders.

287. (C) a motivational response to resist social pressure and assert freedom.
Reactance is a psychological state that occurs when individuals perceive that their freedom to choose or act is being threatened by social pressure. In response, they may deliberately adopt a position or behavior that is opposite to what is being urged. This defiant reaction serves as a way to reassert their independence and restore a sense of personal control and autonomy.

288. (B) Persuasion
Persuasion is defined as the intentional and active effort to change a person's attitudes, beliefs, or behaviors through the use of communication. This process typically involves presenting arguments, facts, or emotional appeals designed to convince the target to adopt a new perspective. Unlike conformity, which can be passive, persuasion is a deliberate attempt to influence someone's mind through structured and purposeful interaction.

289. (D) Conformity
Peer pressure is a powerful mechanism that drives conformity, as individuals often feel a strong desire to fit in with their social group. To avoid rejection or gain approval, people may align their actions and beliefs with the perceived norms of their peers. This unspoken social force can lead individuals to adopt behaviors they might not otherwise choose if they were alone.

290. (A) Compliance
Compliance involves agreeing to a specific request made by another person who does not necessarily have authority over you. Unlike obedience, which follows a command, compliance is a response to a suggestion or plea. When you choose to help a peer by fulfilling their request, you are demonstrating this type of social influence, which is often based on social norms or reciprocity.

291. (C) Arbitrary group categorization is enough to create in-group bias.
This experiment revealed that simply being assigned to a group based on trivial or random criteria is enough to create biased behavior. Individuals consistently showed favoritism toward members of their own group and discriminated against those in the other group, even when no prior conflict existed. This finding underscores how easily human beings adopt an "us versus them" mentality through social categorization.

292. (A) Because their self-concept and self-esteem are tied to the status of their group.
Social Identity Theory suggests that people gain a significant part of their self-esteem and self-concept from the social groups they belong to. To maintain a positive image of themselves, individuals are motivated to see their own group in a favorable light compared to other groups. This drive for a positive social identity often leads to in-group favoritism and the devaluation of out-groups.

293. (D) As a product of competition for limited resources.
This theory explains that hostility between groups is often the result of direct competition for scarce and valuable resources. When groups are vying for the same limited assets, such as jobs, land,

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even when investigating critical social issues like the power of obedience and authority.

229. (B) Persuasion.
This process involves the deliberate attempt to change people's attitudes or behaviors through the use of messages and communication. By using a communicator who is seen as credible and attractive, the message becomes more effective, as people are more likely to listen to someone they like and respect. This strategy leverages principles of social influence to promote healthy behaviors and shows how social psychological findings can be applied to solve large-scale problems like improving public health and community well-being.

230. (B) Equity Theory.
This perspective suggests that people have a strong internal need for fairness in their social interactions. When they perceive that the effort they put in and the rewards they receive are proportional to those of their partner, they feel satisfied. However, if they feel they are getting more than they deserve, they experience a sense of guilt and may be motivated to restore balance by increasing their contributions or downplaying their benefits. This highlights the importance of perceived fairness for relational stability.

231. (D) Broad, covering a wide array of human interaction from individuals to groups.
The field of social psychology is incredibly wide-reaching, covering everything from individual thoughts and attitudes to the dynamics of large groups and intergroup conflict. It includes the study of social influence, interpersonal relationships, and the application of these principles to real-world issues like health and law. This breadth allows researchers to provide a comprehensive understanding of human behavior in all its social contexts, addressing the many ways that other people shape our lives, our thoughts, and our actions daily.

232. (A) Social Identity Theory.
This perspective suggests that a significant part of an individual's self-concept is derived from the social groups to which they belong. When a person's group is successful, they feel a sense of personal pride and their self-esteem is enhanced. This process of identifying with a collective identity explains why people are so motivated to see their own groups as superior and why group successes and failures are often felt as personal ones, highlighting the powerful connection between individual and group identity.

233. (B) Affect.
Attitudes are typically structured around three primary elements: emotional reactions, belief systems, and behavioral intentions. This specific component represents the feelings and emotions that an individual has toward a person, object, or issue. These feelings can range from strong likes and dislikes to more neutral evaluations, and they play a central role in shaping how people think and act. By investigating these emotional responses, researchers can gain a deeper understanding of the evaluations that guide our social interactions and judgments.

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234. (A) Underlying processes and structures of groups over time.
The study of collective behavior focuses on the dynamic interactions that occur when people work and live together in groups. It involves analyzing how groups are formed, how roles and norms are established, and how members influence each other's behavior and performance. By understanding these dynamic processes, researchers can identify the factors that lead to effective cooperation and high productivity, as well as the potential problems that can arise when groups fail to coordinate their efforts or manage their social environment effectively.

235. (D) Group pressure can lead individuals to state opinions they know are false.
Famous research showed that the desire to fit in with a group can be so strong that it leads people to go along with a wrong answer, even when the truth is obvious. This behavior is typically driven by a desire to avoid social conflict and to be liked by others. The findings provided a powerful demonstration of the strength of social influence and highlighted that people are often willing to compromise their own judgment just to align with the standards of the majority.

236. (A) The just-world hypothesis.
This cognitive tendency involves the belief that the world is a fair place where people get what they deserve and deserve what they get.

CHAPTER 09
Human Development and Interventions

1. Which of the following best defines the 'nature' of development?
(A) The influence of environmental factors and experiences.
(B) The unfolding of genetically predetermined characteristics.
(C) The interaction between hereditary predispositions and environmental influences.
(D) The acquisition of learned behaviors through reinforcement.

2. The principle of development stating that development proceeds from the center of the body outward is known as:
(A) Proximodistal principle
(B) Cephalocaudal principle
(C) Orthogenetic principle
(D) Sequential principle

3. Consider the following statements:
Statement I: Heredity is the sole factor determining an individual's developmental trajectory.
Statement II: Environmental factors, such as nutrition and stimulation, play a crucial role in shaping development.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. According to psychoanalytic theory, which part of the personality operates on the reality principle?
(A) Id
(B) Superego
(C) Libido
(D) Ego

5. Match the items in List I with the items in List II.
List I: (Developmental Stage)
P. Infancy
Q. Early Childhood
R. Late Childhood
S. Adolescence
List II: (Key Characteristic)
1. Identity vs. Role Confusion
2. Industry vs. Inferiority
3. Trust vs. Mistrust
4. Autonomy vs. Shame and Doubt
Codes:
(A) P-3, Q-4, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-1, S-2

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6. A child learns that hitting a sibling leads to a 'time-out'. This is an example of which behavioristic concept?
(A) Classical conditioning
(B) Operant conditioning
(C) Observational learning
(D) Latent learning

7. Which of the following is NOT a concept associated with Piaget's cognitive theory of development?
(A) Schema
(B) Assimilation
(C) Accommodation
(D) Zone of Proximal Development

8. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Successful aging involves maintaining physical, social, and cognitive functioning in later life.
Reason (R): Engagement in stimulating activities and social networks contributes to positive aging outcomes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.

(C) Vocational guidance
(D) Crisis counselling

86. The concept that development involves distinct stages, each with a qualitative difference from the one before, is known as:
(A) Continuous development
(B) Discontinuous development
(C) Proximodistal development
(D) Lifespan development

87. Which of the following therapies would be most focused on helping a client find meaning and purpose in the face of anxiety about death?
(A) Behavior Therapy
(B) REBT
(C) Play Therapy
(D) Existential Therapy

88. The 'PERMA' model of well-being is a central concept in:
(A) Positive Psychotherapy
(B) Psychoanalysis
(C) Gestalt Therapy
(D) Art Therapy

89. Which of the following statements about the causes of psychopathology from a biological perspective is most accurate?
(A) Mental disorders are caused solely by chemical imbalances in the brain.
(B) Genetic factors, brain structures, and neurochemical functions can create predispositions for mental disorders.
(C) An interaction between a pre-existing vulnerability and environmental stressors.
(D) The biological perspective completely discounts the role of environmental factors.

90. "Unconditional positive regard," a core concept in person-centered therapy, means:
(A) The therapist offers complete acceptance and valuing of the client as a person, without judgment.
(B) The therapist must agree with everything the client says and does.
(C) The therapist sets strict Bowenian conditions for their approval of the client.
(D) The therapist sees the client in a positive light only when they make progress.

91. Read the following statements regarding factors considered in a comprehensive approach to teacher effectiveness:
(i) Pedagogical content knowledge.
(ii) Classroom management skills.
(iii) Ability to build positive relationships with students.
(iv) The teacher's personal political beliefs.
(v) Enthusiasm and communication skills.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii), and (iv)
(B) (i), (iii), (iv), and (v)
(C) (ii), (iii), (iv), and (v)
(D) (i), (ii), (iii), and (v)

92. The 'A' in Albert Ellis's ABC model of REBT represents:
(A) The Affective consequence
(B) The Activating event
(C) The Automatic thought
(D) The Action taken

93. A client reports seeing things that are not there. In a Mental Status Examination, this would be documented under:
(A) Mood and Affect
(B) Thought Content (Delusions)
(C) Perception (Hallucinations)
(D) Insight and Judgment

94. The use of drama, improvisation, and role-play to facilitate self-expression and personal growth is characteristic of:
(A) Art Therapy
(B) Positive Psychotherapy
(C) MBCT
(D) Performing Art Therapy

95. Consider the following statements:
Statement I: Teacher effectiveness is a fixed trait that cannot be developed or improved over time.
Statement II: Professional development, reflective practice, and feedback can significantly enhance teacher effectiveness.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

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18. Identify the correct pair between the psychotherapeutic approach and its core concept.
(A) Psychoanalysis - Free Association
(B) Gestalt Therapy - Unconditional Positive Regard
(C) Behavior Therapy - Self-Actualization
(D) REBT - Paradoxical Intention

19. A diathesis-stress model of psychopathology suggests that mental disorders are a result of:
(A) Exclusively genetic predispositions and inherited traits.
(B) Stressful life events occurring in isolated environments.
(C) An interaction between vulnerability and life stressors.
(D) Faulty learning through maladaptive conditioning cycles.

20. Match the items in List I with the items in List II.
List I: (Therapy)
P. Person-centered Therapy
Q. Rational Emotive Behavior Therapy (REBT)
R. Psychoanalysis
S. Transactional Analysis
List II: (Founder/Key Proponent)
1. Albert Ellis
2. Sigmund Freud
3. Eric Berne
4. Carl Rogers
Codes:
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

21. The core aim of Acceptance and Commitment Therapy (ACT) is to:
(A) Eliminate all distressing negative thoughts and emotions.
(B) Dispute irrational beliefs contributing to psychological pain.
(C) Accept uncontrollable events and commit to valued actions.
(D) Uncover repressed childhood trauma and internal conflicts.

22. In Psychoanalysis, the process of transferring feelings about a significant person in the past onto the therapist is known as:
(A) Resistance
(B) Transference
(C) Interpretation
(D) Catharsis

23. Arrange the typical stages of the counselling process in the correct sequence:
(i) Goal setting
(ii) Relationship building
(iii) Intervention and problem-solving
(iv) Termination and follow-up
(v) Assessment and diagnosis
(A) (ii), (v), (i), (iii), (iv)
(B) (v), (ii), (i), (iii), (iv)
(C) (i), (ii), (v), (iii), (iv)
(D) (ii), (i), (v), (iv), (iii)

24. What is the fundamental principle of Person-Centered Therapy?
(A) Individuals have an innate capacity for self-understanding and growth.
(B) The therapist's role is to be an expert and direct the client's change.
(C) Unconscious conflicts from childhood are the root of all problems.
(D) Maladaptive behaviors are learned and can be unlearned.

25. Which of the following is NOT one of the three core conditions for therapeutic change in Person-Centered Therapy?
(A) Empathy
(B) Unconditional Positive Regard
(C) Interpretation
(D) Congruence

26. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Behavior therapy focuses on changing observable and measurable behaviors.
Reason (R): Behavior therapists believe that maladaptive behaviors are learned responses that can be modified through conditioning principles.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct

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46. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In family therapy, the family is viewed as a system where each member's behavior affects all other members.
Reason (R): The goal of family therapy is often to improve communication and resolve conflicts within the family unit, rather than focusing on just one individual.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

47. The primary goal of Performing Art Therapy is to:
(A) Use drama, music, and dance to achieve therapeutic goals.
(B) Train clients to become professional actors or dancers.
(C) Critique and analyze famous theatrical performances.
(D) Exclusively treat performance anxiety in artists.

48. A counsellor's ability to be genuine and authentic in the therapeutic relationship is defined as:
(A) Empathy
(B) Congruence
(C) Sympathy
(D) Transference

49. Read the following statements regarding factors influencing educational achievement:
(i) Socio-economic status of the family.
(ii) Student's motivation and self-efficacy.
(iii) Quality of teaching and school environment.
(iv) Student's physical appearance.
Which of the above statement(s) is/are correct?
(A) (i) and (iv) only
(B) (ii) and (iii) only
(C) (i), (ii), and (iii)
(D) (i), (ii), (iii), and (iv)

50. The principle that development proceeds from head to foot is known as:
(A) Cephalocaudal
(B) Proximodistal
(C) Orthogenetic
(D) Hierarchical

51. Arrange the following theorists based on the chronological emergence of their primary theories:
(i) Carl Rogers
(ii) Sigmund Freud
(iii) B.F. Skinner
(iv) Jean Piaget
(A) (ii), (iv), (iii), (i)
(B) (i), (ii), (iii), (iv)
(C) (ii), (iii), (iv), (i)
(D) (iv), (ii), (i), (iii)

52. In Piaget's theory, the process of modifying an existing schema to accommodate new information is called:
(A) Assimilation
(B) Equilibration
(C) Organization
(D) Accommodation

53. A central concept in Vygotsky's cognitive theory, which is not explicitly listed in Piaget's theory, is:
(A) Object Permanence
(B) Egocentrism
(C) Social interaction and culture
(D) Conservation

54. Which of the following is an example of telegraphic speech in language development?
(A) "Ba-ba-ba"
(B) "Want juice"
(C) "Mama"
(D) "Can I please have some juice?"

55. Match the items in List I with the items in List II.
List I: (Developmental Aspect)
P. Social Development
Q. Moral Development
R. Emotional Development
S. Cognitive Development
List II: (Key Concept)
1. Conservation
2. Attachment
3. Socialization
4. Post-conventional stage
Codes:

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sources.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-1, R-3, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-4, S-3

36. A school guidance program that focuses on career planning, study skills, and interpersonal skills for all students is an example of which type of guidance?
(A) Remedial
(B) Crisis
(C) Therapeutic
(D) Developmental

37. Which of the following is NOT a primary 'need' for guidance in schools?
(A) Assisting with personal and social adjustment.
(B) Helping with academic and vocational choices.
(C) Administering disciplinary action for misbehavior.
(D) Supporting students with special needs.

38. The concept of 'teacher effectiveness' is best measured by:
(A) The teacher's years of experience and qualifications.
(B) The teacher's impact on student learning and achievement.
(C) The teacher's popularity among students.
(D) The teacher's adherence to the school's administrative policies.

39. Applying a learning theory in school that uses rewards for correct answers and positive behavior is an application of:
(A) Cognitive learning theory
(B) Social learning theory
(C) Humanistic learning theory
(D) Behavioristic learning theory

40. Consider the following statements:
Statement I: Intrinsic motivation involves performing an activity for its own sake and personal rewards.
Statement II: Extrinsic motivation involves performing an activity to earn a reward or avoid punishment.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

41. Which of the following is a technique commonly used in school guidance programs?
(A) Medical prescription
(B) Financial auditing
(C) Group guidance sessions
(D) Curriculum design

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42. The process of a counsellor attentively listening to a client's verbal and non-verbal messages and reflecting back the essence of their feelings is known as:
(A) Active listening
(B) Paraphrasing
(C) Summarizing
(D) Confrontation

43. Which of the following statements about Art Therapy is incorrect?
(A) It uses the creative process of art making to improve a person's physical, mental, and emotional well-being.
(B) It can be used with individuals of all ages.
(C) It helps individuals express feelings that may be difficult to verbalize.
(D) The final art product is always more important than the creative process itself.

44. Which of these is a core component of the organizational set up for guidance in schools?
(A) A school cafeteria manager
(B) A dedicated guidance and counselling cell with a trained counsellor.
(C) A parent-teacher association focused on fundraising.
(D) A student-led disciplinary committee.

45. The "hot seat" technique, where a person in a group has the opportunity to explore their problems, is associated with which therapy?
(A) Family Therapy
(B) Transactional Analysis
(C) Gestalt Therapy
(D) REBT

(C) A is true but R is false.
(D) A is false but R is true.

9. The ability of an infant to grasp objects using their entire hand before using the pincer grasp is an example of which developmental principle?
(A) Cephalocaudal development
(B) Continuous development
(C) General to specific development
(D) Sequential development

10. Which of the following statements about sensory-motor development is incorrect?
(A) Abstract and hypothetical thinking are the primary focus of this stage.
(B) It involves the coordination of sensory perceptions and motor actions.
(C) Object permanence is a key achievement during this stage.
(D) It is the first stage in Piaget's theory of cognitive development.

11. Read the following statements regarding emotional development:
(i) It begins with undifferentiated excitement in newborns.
(ii) Social referencing is a key process in understanding emotions.
(iii) Emotional regulation is an innate skill and does not require learning.
(iv) Attachment formation is a crucial part of early emotional development.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (ii), (iii), and (iv)
(C) (i), (ii), and (iv)
(D) (i), (iii), and (iv)

12. The process through which children acquire the values, beliefs, and behaviors of their culture is known as:
(A) Acculturation
(B) Socialization
(C) Assimilation
(D) Accommodation

13. According to Kohlberg's theory, an individual who follows rules to avoid punishment is at which level of moral development?
(A) Conventional
(B) Post-conventional
(C) Pre-conventional
(D) Autonomous

14. Arrange the following stages of psychoanalytic development in chronological order:
(i) Genital
(ii) Phallic
(iii) Oral
(iv) Latency
(v) Anal
(A) (iii), (v), (ii), (iv), (i)
(B) (iii), (ii), (v), (iv), (i)
(C) (i), (ii), (iii), (iv), (v)
(D) (v), (iii), (ii), (i), (iv)

15. What is the primary goal of a Mental Status Examination (MSE)?
(A) To assess a client's current psychological and cognitive functioning.
(B) To provide a definitive diagnosis of a mental disorder.
(C) To explore the client's childhood experiences and traumas.
(D) To prescribe appropriate medication for a client's symptoms.

16. Consider the following statements:
Statement I: Psychopathology refers to the scientific study of mental disorders, including their causes, development, and treatment.
Statement II: The concept of psychopathology is universally defined and consistent across all cultures.
(A) Both Statement I and Statement II are true.
(B) Statement I is true, but Statement II is false.
(C) Statement I is false, but Statement II is true.
(D) Both Statement I and Statement II are false.

17. Read the following statements regarding components assessed during a Mental Status Examination:
(i) Appearance and Behavior
(ii) Speech and Language
(iii) Mood and Affect
(iv) Thought Process and Content
(v) Family Medical History
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii), and (iv)
(B) (i), (ii), (iv), and (v)
(C) (i), (iii), (iv), and (v)
(D) (ii), (iii), (iv), and (v)

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(A) P-1, Q-2, R-4, S-3
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

56. The 'Strange Situation' experiment, designed by Mary Ainsworth, is used to assess:
(A) Attachment styles
(B) Moral reasoning
(C) Cognitive development
(D) Language acquisition

57. Erikson's psychosocial stage for middle adulthood (40-65 years) is characterized by the conflict of:
(A) Intimacy vs. Isolation
(B) Ego Integrity vs. Despair
(C) Generativity vs. Stagnation
(D) Industry vs. Inferiority

58. Which of the following correctly describes 'successful aging'?
(A) Enhancing life quality through health and social security.
(B) The absence of any age-related physical decline or change.
(C) Complete withdrawal from social and productive activities.
(D) Achieving financial wealth before the age of retirement.

59. The official classification system for mental disorders published by the American Psychiatric Association is the:
(A) International Classification of Diseases (ICD)
(B) Psychodynamic Diagnostic Manual (PDM)
(C) Mental Status Examination (MSE)
(D) Diagnostic and Statistical Manual of Mental Disorders (DSM)

60. "Pressured speech" and "flight of ideas" observed during a Mental Status Examination are most indicative of a disorder in:
(A) Mood
(B) Thought Process
(C) Perception
(D) Cognition

61. Read the following statements regarding key principles of development:
(i) Development is a continuous process.
(ii) Development follows a predictable pattern.
(iii) All individuals develop at the exact same rate.
(iv) Development proceeds from general to specific responses.
(v) Development is solely determined by genetics.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (ii), and (iv)
(C) (iii), (iv), and (v)
(D) (i), (iv), and (v)

62. A therapist asks a client, "What is the evidence for your thought that you are a complete failure?" This technique is characteristic of:
(A) Psychoanalysis
(B) Gestalt Therapy
(C) Person-Centered Therapy
(D) Cognitive Behavioral Therapy (CBT)

63. The use of 'tokens' that can be exchanged for privileges is a technique based on behavior therapy principles and is known as:
(A) Token economy
(B) Systematic desensitization
(C) Aversion therapy
(D) Flooding

64. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transactional Analysis posits that individuals operate from three ego-states: Parent, Adult, and Child.
Reason (R): Dysfunctional behavior in TA is often understood as 'crossed transactions' where the response is from an ego-state different from the one addressed.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

65. What is the main purpose of "homework" assignments in CBT?
(A) To keep the client busy between sessions.
(B) To help clients practice new skills and apply

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explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

27. The 'empty chair' technique is a hallmark of which therapeutic approach?
(A) Psychoanalysis
(B) CBT
(C) Existential Therapy
(D) Gestalt Therapy

28. The primary focus of Existential Therapy is on:
(A) Resolving the Oedipus complex.
(B) Helping clients confront the 'givens' of existence, such as death, freedom, and meaninglessness.
(C) Modifying stimulus-response associations.
(D) Restructuring cognitive distortions.

29. Read the following statements regarding key concepts of Dialectical Behavior Therapy (DBT):
(i) It was originally developed to treat Borderline Personality Disorder.
(ii) It combines cognitive-behavioral techniques with mindfulness practices.
(iii) It emphasizes the synthesis of acceptance and change.
(iv) The primary goal is to achieve self-actualization.
(v) It heavily relies on the analysis of dreams and free association.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (ii), (iii), and (iv)
(C) (i), (iv), and (v)
(D) (iii), (iv), and (v)

30. In REBT, the 'A-B-C' model stands for:
(A) Action - Belief - Consequence
(B) Affect - Behavior - Cognition
(C) Antecedent - Belief - Cognition
(D) Activating Event - Belief - Consequence

31. Cognitive Behavioral Therapy (CBT) is based on the premise that:
(A) Cognition, emotion, and behavior are linked and driven by thought.
(B) Childhood experiences act as primary determinants of adult traits.
(C) Therapeutic relationships serve as the primary agents of change.
(D) Human beings are driven by an innate need to find personal meaning.

32. What is the primary objective of Mindfulness-Based Cognitive Therapy (MBCT)?
(A) To analyze transactional patterns between interacting individuals.
(B) To prevent depressive relapse by altering thought relationships.
(C) To explore and resolve unfinished business from a client's past.
(D) To provide unconditional positive regard and empathic support.

33. Which of the following statements about Play Therapy is correct?
(A) It is a therapeutic approach exclusively for adults to reconnect with their inner child.
(B) It uses play as a medium for children to express their feelings and resolve psychosocial challenges.
(C) The therapist actively directs the play to teach specific moral lessons.
(D) It is primarily a diagnostic tool with no therapeutic benefits.

34. Positive Psychotherapy primarily focuses on:
(A) Building positive emotions, character strengths, and meaning.
(B) Analyzing and resolving character deficits.
(C) Eliminating negative symptoms of mental illness.
(D) Examining the client's past traumas in detail.

35. Match the items in List I with the items in List II.
List I: (Transactional Analysis Concept)
P. Parent Ego State
Q. Adult Ego State
R. Child Ego State
S. Life Script
List II: (Description)
1. Objective, rational, and reality-oriented part of personality.
2. Unconscious life plan based on early childhood decisions.
3. The feeling, intuitive, and emotional part of personality.
4. The part of personality that contains attitudes and behaviors from external

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77. Which of the following pairs of therapy and technique is incorrectly matched?
(A) Behavior Therapy - Token Economy
(B) Psychoanalysis - Dream Analysis
(C) Person-centered Therapy - Socratic Questioning
(D) Gestalt Therapy - Empty Chair

78. "Here and now" is the central focus of which therapeutic approach?
(A) Psychoanalysis
(B) Transactional Analysis
(C) REBT
(D) Gestalt therapy

79. Read the following statements regarding principles of human development:
(i) Development is cumulative.
(ii) Development is a product of maturation and learning.
(iii) Development is highly predictable and uniform for everyone.
(iv) Development is multidirectional, involving both gains and losses.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (ii), and (iv)
(C) (ii), (iii), and (iv)
(D) (i), (iii), and (iv)

80. What is the fundamental difference between psychoanalysis and behavior therapy?
(A) Psychoanalysis focuses on thoughts, while behavior therapy focuses on emotions.
(B) Psychoanalysis focuses on past unconscious conflicts, while behavior therapy focuses on current observable behavior.
(C) Psychoanalysis is for adults, while behavior therapy is for children.
(D) Psychoanalysis uses medication, while behavior therapy does not.

81. Match the items in List I with the items in List II.
List I: (Psychotherapy)
P. DBT
Q. ACT
R. MBCT
S. Positive Psychotherapy
List II: (Core Principle/Goal)
1. Building character strengths and well-being.
2. Preventing depressive relapse through mindfulness.
3. Acceptance of difficult feelings and commitment to values.
4. Synthesis of acceptance and change for emotional regulation.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-4, R-1, S-3

82. In Kohlberg's theory of moral development, the conventional level is characterized by:
(A) A desire to uphold social rules and gain approval.
(B) A focus on self-interest and avoiding punishment.
(C) Adherence to universal ethical principles.
(D) A rejection of all societal norms.

83. A child who believes that a tall, narrow glass holds more water than a short, wide glass, even after seeing the water poured between them, is demonstrating a lack of:
(A) Object permanence
(B) Egocentrism
(C) Conservation
(D) Symbolic thought

84. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Play therapy is an effective therapeutic modality for children.
Reason (R): Play is a child's natural medium of expression, allowing them to communicate thoughts and feelings that they cannot easily verbalize.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

85. A guidance counsellor helping a student choose subjects for their senior years that align with their career aspirations is providing:
(A) Personal guidance
(B) Social guidance

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cognitive and behavioral strategies in real-life situations.
(C) To assess the client's compliance and motivation.
(D) To gather data for the therapist's research.

66. A student who studies hard to get good grades to please their parents is demonstrating:
(A) Extrinsic motivation
(B) Intrinsic motivation
(C) Achievement motivation
(D) Competence motivation

67. Which of the following is a key 'skill' for an effective counsellor?
(A) Sympathizing with the client's problems.
(B) Giving direct advice on all of the client's issues.
(C) Maintaining professional boundaries.
(D) Sharing personal problems to build rapport.

68. The concept of 'life scripts' is central to which therapeutic modality?
(A) REBT
(B) Existential Therapy
(C) Positive Psychotherapy
(D) Transactional Analysis

69. Which of the following statements about family therapy is incorrect?
(A) It treats the family as an emotional unit.
(B) It aims to change patterns of interaction within the family system.
(C) The focus is on the identified patient's individual psychopathology.
(D) Communication patterns are a common target for intervention.

70. Consider the following statements:
Statement I: In counselling, the termination phase should be abrupt to prevent dependency.
Statement II: The termination phase is a planned process that involves reviewing progress, planning for the future, and saying goodbye.
(A) Both Statement I and Statement II are true.
(B) Statement I is false, but Statement II is true.
(C) Statement I is true, but Statement II is false.
(D) Both Statement I and Statement II are false.

71. Which of the following is NOT a characteristic of effective teachers?
(A) Strong subject matter knowledge.
(B) Good classroom management skills.
(C) High expectations for all students.
(D) Inflexibility in teaching methods.

72. A key cause of psychopathology from a cognitive perspective would be:
(A) Maladaptive thought patterns and cognitive distortions.
(B) Repressed unconscious conflicts.
(C) Imbalance of neurotransmitters.
(D) Lack of unconditional positive regard in childhood.

73. The technique of 'systematic desensitization', used in behavior therapy, is most effective for treating:
(A) Depression
(B) Schizophrenia
(C) Phobias and anxiety disorders
(D) Personality disorders

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74. A core concept in Acceptance and Commitment Therapy (ACT) that involves bringing full awareness to your here-and-now experience with openness and curiosity is:
(A) Contact with the Present Moment
(B) Cognitive Defusion
(C) Acceptance
(D) Values

75. Arrange the following counselling skills in the order they might typically be used in an initial session:
(i) Goal Setting
(ii) Active Listening
(iii) Building Rapport
(iv) Summarizing
(A) (iii), (ii), (iv), (i)
(B) (i), (ii), (iii), (iv)
(C) (ii), (iii), (i), (iv)
(D) (iv), (iii), (ii), (i)

76. The ability to understand the world from the client's frame of reference is known as:
(A) Congruence
(B) Empathy
(C) Unconditional Positive Regard
(D) Sympathy

96. Which developmental theory places the most emphasis on the role of unconscious drives and early childhood experiences?
(A) Behavioristic theory
(B) Psychoanalytical theory
(C) Cognitive theory
(D) Humanistic theory

97. The concept of 'cognitive distortions' is central to which therapeutic approach?
(A) Psychoanalysis
(B) CBT
(C) Gestalt Therapy
(D) Person-centered therapy

98. Chronologically arrange the key events in the development of classification systems for mental disorders.
(i) Publication of DSM-5
(ii) Emil Kraepelin's early work on classifying mental illness
(iii) Publication of the first Diagnostic and Statistical Manual (DSM-I)
(iv) Release of ICD-10
(A) (ii), (iii), (iv), (i)
(B) (iii), (ii), (i), (iv)
(C) (i), (iv), (iii), (ii)
(D) (ii), (iv), (iii), (i)

99. The core of dialectics in Dialectical Behavior Therapy (DBT) is the synthesis of:
(A) Past and present
(B) Thoughts and feelings
(C) Acceptance and change
(D) Individual and group therapy

100. In Transactional Analysis, a transaction where the stimulus and response are from complementary ego-states (e.g., Adult to Adult) is called a:
(A) Crossed transaction
(B) Ulterior transaction
(C) Scripted transaction
(D) Complementary transaction

101. Which of the following is NOT a principle of development?
(A) Development is cumulative.
(B) Development is a product of maturation and learning.
(C) Development proceeds at a uniform rate for all individuals.
(D) Development proceeds from general to specific.

102. A therapist who helps a family understand its structure, boundaries, and subsystems is most likely a:
(A) Psychoanalyst
(B) Family therapist
(C) Behavior therapist
(D) Gestalt therapist

103. The primary goal of guidance in schools is:
(A) To solve every problem for the student.
(B) To identify and punish misbehaving students.
(C) To ensure all students choose the same career path.
(D) To help students make their own wise choices and adjustments.

104. Which of the following is a key technique in counselling?
(A) Questioning
(B) Diagnosing
(C) Prescribing
(D) Punishing

105. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Educational achievement is influenced by a combination of cognitive, emotional, social, and environmental factors.
Reason (R): A student's innate intelligence is the only factor that determines their academic success.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

106. Match the items in List I with the items in List II.
List I: (Therapeutic Concept)
P. Cognitive Defusion
Q. Unfinished Business
R. Life Position (I'm OK, You're OK)
S. Free Association

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(iii) It helps clients clarify their personal values.
(iv) The goal is psychological flexibility.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (iii), and (iv)
(C) (ii), (iii), and (iv)
(D) (i), (ii), and (iv)

167. Which of the following is NOT a principle of development?
(A) Development is predictable.
(B) Development is individualized.
(C) Development is continuous.
(D) Development is reversible.

168. The idea that a therapist should be genuine, open, and transparent with a client is known as:
(A) Congruence
(B) Empathy
(C) Catharsis
(D) Transference

169. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): REBT posits that it is not events themselves that cause emotional disturbance, but the beliefs we hold about those events.
Reason (R): A core therapeutic strategy in REBT is to help clients dispute their irrational beliefs and replace them with more rational ones.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

170. 'Insight' in a Mental Status Examination refers to a client's:
(A) Understanding of their own illness and situation.
(B) Ability to perform calculations.
(C) General fund of knowledge.
(D) Ability to recall recent and remote events.

171. A school organizes a workshop on 'Stress Management during Exams' for all 10th-grade students. This is an example of:
(A) Crisis counselling
(B) Individual counselling
(C) Family therapy
(D) Group guidance

172. The stage of development where a child begins to represent the world with words and images is the:
(A) Sensorimotor stage
(B) Preoperational stage
(C) Concrete operational stage
(D) Formal operational stage

173. What is the primary purpose of classification systems like the DSM and ICD in psychopathology?
(A) To dictate the only possible treatment for a disorder.
(B) To stigmatize individuals with mental health issues.
(C) To provide a common language for clinicians and researchers.
(D) To determine the exact cause of every mental disorder.

174. Which of the following is a counselling 'technique' rather than a 'skill'?
(A) Empathy
(B) Genuineness
(C) Active Listening
(D) The 'Miracle Question'

175. The Disengagement Theory of aging suggests that successful aging involves:
(A) Voluntary mutual withdrawal between individuals and society.
(B) Maintaining the activity levels of middle age for as long as possible.
(C) Selectively optimizing activities that are most important.
(D) Continuously learning new skills and taking on new challenges.

176. Which of the following correctly pairs a psychoanalytic concept with its description?
(A) Ego - The moral compass of personality.
(B) Id - The primitive, instinctual part of the mind.
(C) Superego - Operates on the pleasure principle.
(D) Libido - The reality-testing part of the mind.

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116. Which of these is NOT a stage in Piaget's theory of cognitive development?
(A) Sensorimotor
(B) Preoperational
(C) Concrete operational
(D) Zone of proximal development

117. Which of the following techniques would a Rational Emotive Behavior Therapist most likely use?
(A) Dream analysis
(B) The empty chair technique
(C) Disputing irrational beliefs
(D) Mindfulness meditation

118. The concept of 'successful aging' challenges which of the following stereotypes about old age?
(A) Older adults can continue to learn and grow.
(B) Old age is exclusively a period of decline and withdrawal.
(C) Social engagement is important in later life.
(D) Physical health is a component of well-being in old age.

119. Read the following statements regarding key aspects of development:
(i) Cognitive
(ii) Social
(iii) Emotional
(iv) Moral
Which of the above statement(s) is/are correct?
(A) (i) and (ii) only
(B) (i), (ii), and (iii) only
(C) (ii), (iii), and (iv) only
(D) (i), (ii), and (iii), and (iv)

120. In a Mental Status Examination, 'affect' refers to:
(A) The observable, moment-to-moment expression of emotion.
(B) The client's predominant, sustained emotional state.
(C) The client's intellectual functioning.
(D) The logic and coherence of the client's speech.

121. The main difference between CBT and REBT is:
(A) CBT is used for anxiety, while REBT is used for depression.
(B) REBT was developed by Aaron Beck, while CBT was developed by Albert Ellis.
(C) REBT focuses more on a philosophical change and unconditional self-acceptance.
(D) CBT uses the ABC model, while REBT does not.

122. Arrange the following psychotherapies in the approximate chronological order of their development.
(i) Acceptance and Commitment Therapy (ACT)
(ii) Psychoanalysis
(iii) Person-Centered Therapy
(iv) Behavior Therapy
(A) (ii), (iv), (iii), (i)
(B) (i), (ii), (iii), (iv)
(C) (ii), (iii), (iv), (i)
(D) (iii), (ii), (i), (iv)

123. A therapist working to help a couple improve their communication patterns and resolve recurring conflicts is practicing:
(A) Play therapy
(B) Positive psychotherapy
(C) Art therapy
(D) Family therapy

124. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The principle of 'confidentiality' is a cornerstone of the counselling process.
Reason (R): Confidentiality builds trust, allowing clients to be open and honest without fear that their personal information will be disclosed.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

125. Which therapeutic approach emphasizes the wholeness of the individual and their integration of mind, body, and emotions?
(A) REBT
(B) Behavior Therapy
(C) Gestalt Therapy
(D) Psychoanalysis

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(A) Behavior Therapy (Systematic Desensitization)
(B) Psychoanalysis
(C) Person-centered Therapy
(D) Existential Therapy

147. Which of the following is a key characteristic of the formal operational stage in Piaget's theory?
(A) Egocentric thought
(B) Mastery of conservation tasks
(C) Ability to think abstractly and hypothetically
(D) Development of object permanence

148. Consider the following statements:
Statement I: The goal of counselling is to make decisions for the client.
Statement II: The goal of counselling is to empower the client to make their own informed decisions.
(A) Both Statement I and Statement II are true.
(B) Statement I is false, but Statement II is true.
(C) Statement I is true, but Statement II is false.
(D) Both Statement I and Statement II are false.

149. The psychological concepts of 'games' and 'scripts' are associated with which therapeutic approach?
(A) Gestalt Therapy
(B) REBT
(C) Transactional Analysis
(D) Positive Psychotherapy

150. A major aim of family therapy is to:
(A) Identify and blame one member for the family's problems.
(B) Change the dysfunctional patterns of interaction within the family system.
(C) Analyze the dreams of each family member.
(D) Teach each family member to be more independent and detached.

151. Read the following statements regarding potential causes of psychopathology:
(i) Genetic vulnerabilities
(ii) Dysfunctional family dynamics
(iii) Maladaptive learning
(iv) Cognitive biases and irrational beliefs
(v) Socio-cultural pressures
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) only
(B) (iv) and (v) only
(C) (i), (iii), and (iv) only
(D) (i), (ii), (iii), (iv), and (v)

152. In the context of school guidance, a 'needs assessment' is primarily conducted to:
(A) Identify the specific guidance and counselling needs of the student population.
(B) Determine the annual budget for the guidance department.
(C) Evaluate the academic performance of teachers.
(D) Select students for advanced placement courses.

153. A central idea in existential therapy is that anxiety is:
(A) A symptom to be eliminated.
(B) A result of irrational beliefs.
(C) An inevitable part of the human condition that can be a catalyst for growth.
(D) A learned response to be extinguished.

154. Match the items in List I with the items in List II.
List I: (Developmental Stage - Erikson)
P. Trust vs. Mistrust
Q. Identity vs. Role Confusion
R. Industry vs. Inferiority
S. Generativity vs. Stagnation
List II: (Approximate Age Range)
1. 6 to 12 years
2. 40 to 65 years
3. Birth to 1 year
4. 12 to 18 years
Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Mental Status Examination (MSE) is a static, one-time assessment.
Reason (R): A client's mental status can fluctuate over time and even during a single interview, so the MSE provides a snapshot of functioning at a particular point in time.
(A) Both A and R are true and R is the correct explanation of A.

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(D) REBT

136. The term 'holophrase' in language development refers to:
(A) A single word used to express a complete thought.
(B) The babbling of an infant.
(C) A two-word sentence.
(D) The over-application of a grammatical rule.

137. Which of the following is an example of a factor that positively contributes to 'teacher effectiveness'?
(A) Rigid adherence to a single teaching style.
(B) Focusing only on high-achieving students.
(C) Providing clear instructions and constructive feedback.
(D) Having low expectations to avoid student disappointment.

138. Which of the following therapies would most likely focus on a client's "unfinished business" from the past?
(A) Gestalt Therapy
(B) Behavior Therapy
(C) REBT
(D) Positive Psychotherapy

139. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Development is a lifelong process.
Reason (R): Significant developmental changes occur only during childhood and adolescence, after which the personality is fixed.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

140. A counselling skill that involves restating the client's message in the counsellor's own words to show understanding is:
(A) Confrontation
(B) Paraphrasing
(C) Interpretation
(D) Self-disclosure

141. Read the following statements regarding Positive Psychotherapy:
(i) It was developed by Martin Seligman.
(ii) It focuses on building strengths and promoting well-being.
(iii) It aims to reduce negative symptoms by focusing on positive emotions and meaning.
(iv) It is exclusively for people who do not have a diagnosed mental illness.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iv)
(B) (ii), (iii), and (iv)
(C) (i), (ii), and (iii)
(D) (i), (iii), and (iv)

142. A person who justifies cheating on an exam by saying "everyone else does it" is likely operating at which level of Kohlberg's moral development?
(A) Pre-conventional
(B) Post-conventional
(C) Amoral
(D) Conventional

143. The "cognitive triad" of negative thoughts about the self, the world, and the future is a key concept in Beck's cognitive therapy for:
(A) Depression
(B) Phobia
(C) Schizophrenia
(D) OCD

144. Which of the following is an example of applying a motivation theory in school?
(A) Using only standardized tests for assessment.
(B) Creating a classroom that fosters curiosity.
(C) Punishing students for asking too many questions.
(D) Grouping students strictly by their past academic performance.

145. The "nature vs. nurture" debate in development refers to the relative influence of:
(A) Past and present
(B) Biology and environment
(C) Thoughts and feelings
(D) Individual and society

146. A client has a persistent, irrational fear of spiders. Which therapy, involving gradual exposure to the feared object, would be most appropriate?

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(D) A is false but R is true.

186. Which of the following is NOT a behavioristic technique?
(A) Analysis of transference
(B) Systematic desensitization
(C) Token economy
(D) Aversion therapy

187. The term for a fixed, false belief that is resistant to contrary evidence, which may be assessed in an MSE, is:
(A) Hallucination
(B) Obsession
(C) Phobia
(D) Delusion

188. In the context of factors in educational achievement, 'scaffolding' refers to:
(A) The physical structure of the school building.
(B) A teaching method where support is gradually withdrawn as the learner becomes more competent.
(C) A form of standardized testing.
(D) Grouping students based on their abilities.

189. A therapist says to a client, "On one hand you say you want to be more assertive, but on the other hand you consistently avoid speaking up." This is an example of which counselling skill?
(A) Paraphrasing
(B) Reflection of feeling
(C) Confrontation
(D) Summarization

190. Which of the following statements about psychopathology is INCORRECT?
(A) It involves patterns of thought, feeling, or behavior that are maladaptive or cause significant distress.
(B) Cultural context is important in defining and understanding psychopathology.
(C) Both biological and environmental factors can contribute to its development.
(D) Anyone who experiences sadness or anxiety has a psychopathological condition.

191. A key difference between Positive Psychotherapy and traditional models is that Positive Psychotherapy:
(A) Focuses on building strengths and resources as a primary way to buffer against and treat problems.
(B) Ignores negative symptoms and suffering.
(C) Was developed by Sigmund Freud.
(D) Is only suitable for group settings.

192. Read the following statements regarding cognitive-behavioral therapies:
(i) REBT
(ii) Psychoanalysis
(iii) DBT
(iv) MBCT
(v) Person-centered therapy
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (iii), and (iv)
(C) (ii), (iv), and (v)
(D) (i), (ii), and (v)

193. The concept of 'egocentrism' in Piaget's preoperational stage refers to:
(A) A child's selfishness and unwillingness to share.
(B) A child's inability to see a situation from another person's point of view.
(C) A child's strong sense of self-esteem.
(D) A child's focus on their own body and senses.

194. A 15-year-old student is referred to the school counsellor for declining grades and social withdrawal. The student reports feeling worthless and having no energy. Which of the following factors of educational achievement should the counsellor primarily explore first?
(A) The student's emotional and mental well-being.
(B) The student's career aspirations.
(C) The difficulty level of the curriculum.
(D) The student's part-time job schedule.

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195. Consider the following statements:
Statement I: Person-centered therapy is highly structured and directive.
Statement II: The therapist in person-centered therapy creates conditions for the client's self-exploration and growth.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.

(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

156. The technique of 'mindfulness' in therapies like MBCT and DBT involves:
(A) Analyzing the content of one's thoughts to determine their validity.
(B) Intentionally paying attention to the present moment without judgment.
(C) Distracting oneself from unpleasant thoughts and feelings.
(D) Actively disputing irrational beliefs about the self.

157. A child who can think logically about concrete events but has difficulty with abstract concepts is in which of Piaget's stages?
(A) Sensorimotor
(B) Preoperational
(C) Concrete Operational
(D) Formal Operational

158. Which of the following NOT a goal of counselling?
(A) Facilitating behavior change.
(B) Promoting decision-making.
(C) Enhancing coping skills.
(D) Imposing the counsellor's values on the client.

159. The 'organisational set up' of a school guidance program refers to:
(A) The structure, roles, and resources dedicated to providing guidance services.
(B) The physical layout of the classrooms.
(C) The schedule of academic classes.
(D) The school's sports and extracurricular activity calendar.

160. Which type of therapy focuses on the client's capacity for personal growth, freedom to choose their destiny, and responsibility?
(A) Psychoanalytic and Existential
(B) Person-centered and Existential
(C) Behavior and Cognitive
(D) REBT and CBT

161. A student's poor educational achievement is attributed to a chaotic home environment and lack of parental support. This explanation focuses on which factor?
(A) Genetic
(B) Environmental
(C) Cognitive
(D) Neurological

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162. Consider the following statements:
Statement I: Teacher effectiveness is solely determined by the teacher's mastery of the subject matter.
Statement II: Effective teachers also possess strong pedagogical skills, classroom management abilities, and empathy for students.
(A) Both Statement I and Statement II are true.
(B) Statement I is false, but Statement II is true.
(C) Statement I is true, but Statement II is false.
(D) Both Statement I and Statement II are false.

163. The use of puppetry in therapy would be a form of:
(A) Art Therapy
(B) Positive Psychotherapy
(C) Play Therapy
(D) MBCT

164. What is the main difference between 'guidance' and 'counselling' in a school context?
(A) Guidance is only for vocational choices, while counselling is for emotional problems.
(B) Guidance is done by teachers, while counselling is done by parents.
(C) There is no difference; the terms are completely interchangeable.
(D) Guidance is preventive and developmental, often done in groups, while counselling is more remedial and personal.

165. The concept of "schemas" as mental frameworks for organizing information is central to whose theory of development?
(A) Freud
(B) Skinner
(C) Piaget
(D) Erikson

166. Read the following statements regarding Acceptance and Commitment Therapy (ACT):
(i) It is a form of cognitive behavioral therapy.
(ii) It encourages clients to fuse with their thoughts.

List II: (Associated Therapy)
1. Transactional Analysis
2. Psychoanalysis
3. Acceptance and Commitment Therapy (ACT)
4. Gestalt Therapy

Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

107. The idea that people strive for self-actualization is a core tenet of which school of thought, influencing therapies like Person-Centered therapy?
(A) Psychoanalytic
(B) Behavioristic
(C) Cognitive
(D) Humanistic

108. An eight-month-old infant who cries when her mother leaves the room is likely demonstrating:
(A) Stranger anxiety
(B) Separation anxiety
(C) Egocentrism
(D) Lack of object permanence

109. Read the following statements regarding the principles of behavior therapy:
(i) It is based on the principles of classical and operant conditioning.
(ii) It focuses on changing observable behavior.
(iii) Treatment goals are specific and measurable.
(iv) Insight into unconscious conflicts is considered essential for change.
(v) It explores the client's past childhood experiences extensively.

Which of the above statement(s) is/are correct?
(A) (i), (iv), and (v)
(B) (iii), (iv), and (v)
(C) (i), (ii), and (iii)
(D) (i), (ii), and (v)

110. What is the role of the therapist in Person-Centered Therapy?
(A) To be a directive expert who solves problems.
(B) To interpret the client's unconscious motives.
(C) To challenge and dispute the client's irrational beliefs.
(D) To provide a supportive environment characterized by empathy, congruence, and unconditional positive regard.

111. The term 'psychopathology' refers to:
(A) The scientific study of mental and behavioral disorders.
(B) The study of the brain and nervous system.
(C) The study of social behavior in groups.
(D) The application of psychological principles in the legal system.

112. A student reports being bullied online. Which of the following is the most appropriate first step for the counsellor?
(A) Contact the parents of the alleged bully.
(B) Provide a safe space and assess safety risks.
(C) Advise the student to delete social accounts.
(D) Suggest that the student ignores the bullying.

113. Consider the following statements:
Statement I: Moral development, according to Kohlberg, progresses through a fixed sequence of stages.
Statement II: An individual's moral reasoning can be at different stages depending on the specific situation.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

114. The babbling stage of language development is characterized by:
(A) The combination of a consonant and a vowel sound (e.g., 'ma-ma', 'da-da').
(B) The production of single words with meaning.
(C) The use of two-word sentences.
(D) Crying and cooing.

115. A major factor in educational achievement related to a student's belief in their own ability to succeed is:
(A) Socio-economic status
(B) Parental education level
(C) Self-efficacy
(D) School infrastructure

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177. The 'Activity Theory' of aging proposes that successful aging is associated with:
(A) Gradual withdrawal from social roles.
(B) Maintaining social, physical, and mental activity.
(C) Accepting the inevitability of physical decline.
(D) Focusing on spiritual and introspective matters.

178. A therapist using role-playing, modeling, and homework assignments is likely practicing:
(A) CBT or Behavior Therapy
(B) Psychoanalysis
(C) Person-centered therapy
(D) Existential therapy

179. Read the following statements regarding concepts associated with Transactional Analysis:
(i) Ego states (Parent, Adult, Child)
(ii) Unconditional positive regard
(iii) Life scripts
(iv) Psychological games
(v) Self-actualization
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (v)
(B) (ii), (iv), and (v)
(C) (i), (iii), and (iv)
(D) (i), (iii), and (v)

180. Match the items in List I with the items in List II.
List I: (Term)
P. Social Development
Q. Language Development
R. Moral Development
S. Emotional Development
List II: (Definition)
1. The process of acquiring rules about what is right and wrong.
2. The process of learning to identify, understand, and manage feelings.
3. The process of learning how to interact with others and navigate social worlds.
4. The process of acquiring the ability to communicate through words and symbols.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

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181. A core assumption of Gestalt therapy is that individuals must:
(A) Resolve their Oedipus complex.
(B) Eliminate all negative thoughts.
(C) Take responsibility for their own lives and experiences in the present moment.
(D) Be guided by the therapist's expert opinions.

182. If a student has a high level of intrinsic motivation for learning mathematics, what is the most likely effect on their educational achievement in that subject?
(A) They will likely avoid math homework.
(B) They will likely persist longer on challenging problems and seek deeper understanding.
(C) They will only perform well if offered an external reward.
(D) Their achievement will be average, as motivation has little effect.

183. Consider the following statements:
Statement I: The process of counselling involves distinct, sequential stages.
Statement II: In practice, the stages of counselling can be fluid and may overlap.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

184. The use of dance and movement as a psychotherapeutic tool falls under:
(A) Performing Art Therapy
(B) Art Therapy
(C) Play Therapy
(D) Gestalt Therapy

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Cognitive development and language development are intricately linked.
Reason (R): The development of symbolic thought in the preoperational stage is a prerequisite for the use of words to represent objects and ideas.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

126. The application of Vygotsky's learning theory in a school setting would involve:
(A) Repetitive drill and practice exercises.
(B) Providing rewards for correct answers.
(C) Allowing students complete freedom to discover concepts on their own.
(D) Cooperative learning activities and scaffolding.

127. Which of the following correctly pairs a developmental theorist with their theory?
(A) Kohlberg - Moral Development
(B) Freud - Cognitive Development
(C) Piaget - Psychosocial Development
(D) Erikson - Psychosexual Development

128. In DBT, skills training typically covers four modules. Which of the following is NOT one of those modules?
(A) Mindfulness
(B) Free Association
(C) Interpersonal Effectiveness
(D) Emotional Regulation

129. Read the following statements regarding Dialectical Behavior Therapy (DBT):
(i) It was initially designed for chronically suicidal individuals.
(ii) It emphasizes a balance between acceptance and change strategies.
(iii) It is a long-term, insight-oriented psychoanalytic therapy.
(iv) It incorporates mindfulness as a core component.
(v) It views dysfunctional behaviors as learned coping mechanisms.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iv), and (v)
(B) (i), (iii), and (iv)
(C) (ii), (iii), and (v)
(D) (i), (ii), and (iii)

130. The part of a Mental Status Exam that assesses orientation to person, place, and time falls under:
(A) Cognition
(B) Mood and Affect
(C) Thought Content
(D) Appearance and Behavior

131. Match the items in List I with the items in List II.
List I: (Key Figure)
P. Aaron Beck
Q. Fritz Perls
R. Carl Rogers
S. Marsha Linehan
List II: (Associated Therapeutic Approach)
1. Person-Centered Therapy
2. Gestalt Therapy
3. Dialectical Behavior Therapy (DBT)
4. Cognitive Therapy (CT/CBT)
Codes:
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-1, S-3

132. The process of using creative modalities like drawing, painting, and sculpting for therapeutic purposes is known as:
(A) Play Therapy
(B) Performing Art Therapy
(C) Gestalt Therapy
(D) Art Therapy

133. Consider the following statements:
Statement I: In psychoanalysis, resistance is seen as a client's unconscious defense against bringing repressed material into awareness.
Statement II: A psychoanalytic therapist would ignore resistance as it is not therapeutically useful.
(A) Both Statement I and Statement II are true.
(B) Statement I is true, but Statement II is false.
(C) Statement I is false, but Statement II is true.
(D) Both Statement I and Statement II are false.

134. Which of the following is a primary 'technique' of guidance in schools?
(A) School-wide disciplinary policies
(B) The cumulative record card
(C) The school timetable
(D) The annual sports day

135. A central tenet of _____ therapy is that psychological problems are fueled by irrational beliefs.
(A) Person-centered
(B) Gestalt
(C) Existential

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(D) Statement I is true, but Statement II is false.

196. The central task of adolescence, according to Erikson, is to resolve the crisis of:
(A) Trust vs. Mistrust
(B) Autonomy vs. Shame and Doubt
(C) Intimacy vs. Isolation
(D) Identity vs. Role Confusion

197. Which of these is an example of an "I-statement," a useful technique in counselling for interpersonal effectiveness?
(A) "You always make me angry."
(B) "You need to stop being so inconsiderate."
(C) "I feel hurt when I am not included in the plans."
(D) "Why are you always like this?"

198. The most appropriate therapy for a client who wants to explore the meaning of life and confront their fears of death and isolation would be:
(A) Behavior Therapy
(B) Existential Therapy
(C) REBT
(D) Play Therapy

199. A primary function of a school guidance committee is to:
(A) Handle all student disciplinary issues.
(B) Organize school social events and fundraisers.
(C) Revise the academic curriculum for all subjects.
(D) Plan and oversee the implementation of the school's guidance program.

200. The theory that views development as a result of learning through association (classical conditioning) and reinforcement (operant conditioning) is the:
(A) Behavioristic theory
(B) Psychoanalytical theory
(C) Cognitive theory
(D) Humanistic theory

201. Match the items in List I with the items in List II.
List I: (Psychological Concept)
P. Object Permanence
Q. Conservation
R. Egocentrism
S. Attachment
List II: (Description)
1. The inability to perceive a situation from another's point of view.
2. The understanding that objects continue to exist even when they cannot be seen.
3. The strong emotional bond between an infant and a primary caregiver.
4. The understanding that quantity remains the same despite changes in appearance.
Codes:
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-4, Q-2, R-1, S-3

202. Which of the following is NOT a core principle of human development?
(A) Development is static and unchangeable after adolescence.
(B) Development is a life-long process.
(C) Development is multidimensional and multidirectional.
(D) Development is influenced by multiple, interacting forces.

203. A client struggling with emotional dysregulation and self-harming behaviors might be best suited for which therapy?
(A) Positive Psychotherapy
(B) Person-centered Therapy
(C) Existential Therapy
(D) Dialectical Behavior Therapy (DBT)

204. Read the following statements regarding aspects of the counselling process:
(i) It is a professional relationship to empower diverse individuals.
(ii) It involves a set of rigid, unchangeable steps.
(iii) The counsellor's skills include active listening and empathy.
(iv) Goal-setting is a collaborative effort between counsellor and client.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (iii), and (iv)
(C) (ii), (iii), and (iv)
(D) (i), (ii), and (iv)

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(B) Analyzing only the social causes of a disorder.
(C) Isolating a single genetic cause for a behavior.
(D) Conducting a Mental Status Examination.

Direction : Please read the following source carefully.

Within the broad spectrum of psychotherapies, several distinct schools of thought offer unique approaches to understanding and alleviating psychological distress. Psychoanalysis, the foundational depth psychology, focuses on bringing unconscious conflicts and repressed emotions into conscious awareness. The goal is to achieve insight into how past experiences shape present behaviors and feelings, often through techniques like free association and dream analysis. Evolving from this but taking a different direction, the humanistic-existential therapies emphasize personal growth, self-actualization, and the individual's subjective experience. Person-centered therapy, a key humanistic approach, operates on the belief that individuals possess an innate capacity for growth, which can be facilitated by a therapist providing unconditional positive regard, empathy, and genuineness. Gestalt therapy, another experiential approach, focuses on the "here and now" and helps clients gain awareness of their immediate thoughts, feelings, and bodily sensations to take responsibility for their lives. Existential therapy confronts the "givens" of existence, such as freedom, responsibility, isolation, and meaninglessness, encouraging clients to live more authentically and make choices that create a meaningful life. While Psychoanalysis delves into the past, these other therapies, particularly Gestalt, prioritize present-moment awareness and self-direction as the primary vehicles for change.

Based on the above source, attempt the following five questions.

271. Which therapeutic approach is most likely to involve a therapist encouraging a client to explore how existential givens like freedom and responsibility impact their life?
(A) Psychoanalysis
(B) Person-centered therapy
(C) Existential therapy
(D) Gestalt therapy

272. A primary distinction between Psychoanalysis and Gestalt therapy, as described in the passage, is their emphasis on:
(A) The therapist's authority versus the client's autonomy.
(B) The past versus the present moment.
(C) Unconscious conflicts versus learned behaviors.
(D) Self-actualization versus symptom reduction.

273. According to the source, the core tenet of Person-centered therapy is that therapeutic change is facilitated by:
(A) The therapist's interpretation of unconscious desires.
(B) Confronting the client about their responsibilities and choices.
(C) Analyzing the client's immediate bodily sensations and feelings.
(D) A therapeutic relationship characterized by empathy and unconditional positive regard.

274. A therapist asks a client to say whatever comes to mind without censorship to uncover repressed material. This technique is characteristic of:
(A) Psychoanalysis
(B) Gestalt therapy
(C) Existential therapy
(D) Person-centered therapy

275. What common theme unites Person-centered, Gestalt, and Existential therapies as described in the passage?
(A) A focus on diagnosing and classifying mental disorders.
(B) A belief that all psychological problems stem from early childhood trauma.
(C) An emphasis on the individual's subjective experience and capacity for growth.
(D) The use of prescribed exercises to modify specific behaviors.

Direction : Please read the following source carefully.

The cognitive and behavioral therapies represent a significant lineage in psychotherapy, evolving from a strict focus on behavior to a more integrated approach that includes cognition. Classical Behavior therapy is rooted in learning theory and aims to change maladaptive behaviors

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215. The concept that human beings have an inborn drive toward growth and fulfillment is known as:
(A) Thanatos
(B) Classical conditioning
(C) Cognitive distortion
(D) Self-actualization

216. A student who learns effectively by watching a teacher demonstrate a science experiment is learning through a process described in which theory?
(A) Social Learning Theory
(B) Operant Conditioning
(C) Classical Conditioning
(D) Psychoanalytic Theory

217. In which developmental stage does abstract reasoning typically emerge?
(A) Infancy
(B) Early Childhood
(C) Adolescence
(D) Late Childhood

218. The primary focus of MBCT (Mindfulness-Based Cognitive Therapy) is to:
(A) Prevent relapse of depression.
(B) Explore childhood traumas.
(C) Analyze family dynamics.
(D) Dispute irrational beliefs about activating events.

219. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teacher effectiveness has a significant impact on student achievement.
Reason (R): An effective teacher can create a positive learning environment, use appropriate instructional strategies, and motivate students.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

220. The concept of 'libido' in psychoanalytic theory refers to:
(A) A death instinct.
(B) The psychic energy of the life instincts.
(C) The moral conscience.
(D) The rational part of the personality.

221. Which of the following is NOT a stage of development?
(A) Infancy
(B) Adolescence
(C) Psychopathology
(D) Adulthood

222. The use of a 'genogram' to map out family relationships and patterns across generations is a technique primarily used in:
(A) REBT
(B) Play Therapy
(C) Person-centered Therapy
(D) Family Therapy

223. What does "CBT" stand for?
(A) Cognitive Behavioral Therapy
(B) Client-Based Therapy
(C) Creative Arts Therapy
(D) Child-Behavior Training

224. Which of the following is a primary need for guidance in schools?
(A) To select the school's athletic teams.
(B) To help students with academic planning and subject selection.
(C) To enforce the school dress code.
(D) To manage the school library.

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225. A therapist who is warm, accepting, and non-judgmental towards a client, regardless of what the client says or does, is demonstrating:
(A) Sympathy
(B) Unconditional Positive Regard
(C) Interpretation
(D) Confrontation

226. Match the items in List I with the items in List II.
List I: (Therapy)
P. Psychoanalysis
Q. Behavior Therapy
R. Existential Therapy
S. Family Therapy
List II: (Central Focus)
1. Confronting freedom, responsibility, and the meaning of life.
2. Modifying observable maladaptive

3. Unconditional Positive Regard
4. Here and Now Awareness

Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-3, S-2

246. Which one of the following is NOT a factor in development?
(A) Maturation
(B) Astrological sign
(C) Learning
(D) Socio-economic status

247. The systematic process of observing, describing, and interpreting a client's behavior and mental state at a specific point in time is called:
(A) Psychoanalysis
(B) Psychotherapy
(C) Family Therapy
(D) Mental Status Examination

248. Erikson's theory of psychosocial development is considered a 'lifespan' theory because it:
(A) Proposes developmental stages from infancy through old age.
(B) Only covers the first five years of life.
(C) Focuses exclusively on cognitive development.
(D) Is based solely on animal studies.

249. Which of the following is a characteristic of the Conventional stage of moral development?
(A) Obeying rules to avoid punishment.
(B) Following self-chosen ethical principles.
(C) Conforming to social norms and laws to maintain order.
(D) Acting out of pure self-interest.

250. The core idea behind Play Therapy is that:
(A) Children can express and work through their problems via the natural medium of play.
(B) Play is a frivolous activity with no therapeutic value.
(C) The therapist must teach the child how to play correctly.
(D) It is only useful for diagnosing learning disabilities.

Direction : Please read the following source carefully.

Human development is a multifaceted and continuous process, characterized by systematic changes that occur from conception to death. Its nature is both orderly and cumulative, meaning that changes build upon one another in a predictable sequence. Key principles governing this process include the ideas that development proceeds from general to specific responses, follows a definite and predictable pattern, and occurs at different rates for different parts of the body and for different individuals. It is also a product of the constant interplay between maturation (genetically determined unfolding of potential) and learning (changes due to experience). The primary factors influencing development are broadly categorized as biological, psychological, and socio-cultural. These factors do not operate in isolation but interact dynamically to shape an individual's trajectory. The entire lifespan is typically demarcated into stages such as infancy, childhood, adolescence, adulthood, and old age, each with its unique developmental tasks and challenges. A contemporary focus within this field is the concept of 'successful aging', which emphasizes maintaining physical and cognitive function, sustained engagement in social and productive activities, and a high quality of life in the later years, challenging traditional deficit-oriented views of aging.

Based on the above source, attempt the following five questions.

251. According to the passage, which statement best describes the nature of human development?
(A) A series of random changes occurring primarily during childhood.
(B) A systematic process of change where later developments build on earlier ones.
(C) A process driven exclusively by genetic programming with minimal environmental influence.
(D) A static state achieved after adolescence, with no significant changes in adulthood.

252. The passage states that development proceeds from general to specific responses. Which of the following best exemplifies this principle?
(A) An infant first moving its entire torso and later gaining precise finger control.

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236. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In family therapy, the 'identified patient' is seen as the sole source of the family's problems.
Reason (R): The systems perspective in family therapy views the identified patient's symptoms as an expression of dysfunction within the entire family system.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

237. The process of classification in psychopathology aims to:
(A) Provide a definitive cure for each disorder.
(B) Eliminate cultural differences in the experience of mental illness.
(C) Create distinct categories of disorders based on shared symptoms.
(D) Rank disorders from least to most severe.

238. Which of the following is NOT a sensory-motor skill?
(A) Grasping a rattle
(B) Crawling
(C) Sucking
(D) Solving an algebra problem

239. The most fundamental skill in the counselling process, upon which all other skills are built, is:
(A) Active Listening
(B) Interpretation
(C) Confrontation
(D) Self-disclosure

240. Read the following statements regarding key techniques used in the counselling process:
(i) Questioning and probing
(ii) Reflecting and paraphrasing
(iii) Summarizing
(iv) Making decisions for the client
(v) Challenging and confronting
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii), and (iv)
(B) (i), (ii), (iv), and (v)
(C) (ii), (iii), (iv), and (v)
(D) (i), (ii), (iii), and (v)

241. Consider the following statements:
Statement I: Successful aging is primarily determined by genetic factors and is independent of lifestyle choices.
Statement II: Factors such as regular exercise, social engagement, and a healthy diet are strongly linked to successful aging.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

242. The "talking cure" is an early term associated with which form of therapy?
(A) Psychoanalysis
(B) Behavior Therapy
(C) CBT
(D) Gestalt Therapy

243. The primary goal of Existential Therapy is to:
(A) Help clients become more aware of their moment-to-moment experience.
(B) Help clients change maladaptive behaviors through conditioning.
(C) Help clients address anxieties related to the ultimate concerns of life, such as freedom, death, and meaning.
(D) Help clients identify and dispute their irrational beliefs.

244. A teacher who adapts their teaching methods to meet the diverse needs of students in the classroom demonstrates which aspect of teacher effectiveness?
(A) Subject matter expertise
(B) Strict discipline
(C) Popularity
(D) Flexibility and pedagogical skill

245. Match the items in List I with the items in List II.
List I: (Therapy)
P. Person-centered
Q. REBT
R. Gestalt
S. ACT
List II: (Core Concept)
1. Disputing Irrational Beliefs
2. Psychological Flexibility

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(D) Behaviorism sees the individual as passive, while Cognitivism sees the individual as active.

258. A researcher is studying how children build mental models of the world by interacting with objects and solving problems. This research aligns most closely with which theoretical framework?
(A) Cognitive theory
(B) Psychoanalytical theory
(C) Behavioristic theory
(D) Existential theory

259. According to the passage, a key distinction of the Behavioristic approach is its focus on:
(A) The resolution of psychosocial stages.
(B) The construction of mental schemas.
(C) The analysis of observable behaviors.
(D) The influence of unconscious motives.

260. What can be inferred about the primary method of data collection for a researcher operating from a strict Behavioristic framework?
(A) Directly observing and measuring responses to stimuli.
(B) Analyzing dreams and free associations.
(C) Asking individuals to report on their thought processes.
(D) Interpreting symbolic play and drawings.

Direction : Please read the following source carefully.

Human development is not a monolithic process but unfolds across several interconnected domains. These various aspects of development, while analytically distinct, are deeply intertwined and influence one another throughout the lifespan. Sensory-motor development forms the foundation, concerning the development of senses and the ability to use muscles and bodies for movement and exploration of the environment. Progressing from simple reflexes to coordinated actions, it is fundamental to early learning. Cognitive development pertains to the growth of intellectual processes such as thinking, reasoning, problem-solving, and memory. It involves the acquisition of knowledge and the ability to understand and navigate the world. Language development, a specialized subset of cognitive development, involves the acquisition of rules of phonology, syntax, and semantics to comprehend and produce speech. Emotional development refers to the emergence of feelings and the ability to understand, express, and regulate them. This domain is crucial for personal well-being and adaptation. Social development involves learning to interact with others, understanding social norms, and forming relationships. Finally, moral development concerns the formation of a sense of right and wrong, guiding ethical behavior and reasoning. The progression in one domain, such as cognitive maturation, often enables or constrains development in another, like the capacity for complex moral reasoning.

Based on the above source, attempt the following five questions.

261. What is the central argument of the passage regarding the various aspects of development?
(A) Each developmental aspect proceeds independently of the others.
(B) Cognitive development is the only domain that influences all others.
(C) Sensory-motor development ceases to be important after infancy.
(D) The different aspects of development are distinct but mutually influential.

262. The ability to understand that a friend is sad based on their facial expression and to respond with empathy falls primarily under which two developmental domains?
(A) Sensory-motor and Language
(B) Emotional and Social
(C) Cognitive and Moral
(D) Language and Moral

263. According to the passage, the acquisition of rules for grammar and word meaning is a key feature of:
(A) Moral development
(B) Sensory-motor development
(C) Language development
(D) Social development

264. The passage suggests that a child's ability to engage in complex moral reasoning, such as debating ethical dilemmas, is likely dependent on their level of:
(A) Sensory-motor coordination
(B) Emotional expression

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(B) An infant learning to speak single words before forming complex sentences.
(C) An adolescent developing a strong interest in a specific academic subject.
(D) A child preferring to play with a small group of friends rather than the whole class.

253. Based on the source, the concept of 'successful aging' primarily challenges which traditional perspective?
(A) The view that development is a lifelong process.
(B) The idea that development involves an interplay of maturation and learning.
(C) The perspective that later life is defined mainly by decline and functional loss.
(D) The principle that development occurs at different rates for different individuals.

254. The interaction between biological, psychological, and socio-cultural factors is described as 'dynamic'. What can be inferred from this description?
(A) Each factor has an equal and unchanging influence throughout life.
(B) Socio-cultural factors are the most important determinants of development.
(C) Biological factors set a rigid limit on the influence of psychological and social factors.
(D) The influence of each factor can change and they mutually affect one another over time.

255. The passage distinguishes between 'maturation' and 'learning'. Which of the following scenarios is primarily an example of maturation?
(A) A child learning to ride a bicycle through practice.
(B) A student memorizing historical dates for an exam.
(C) An adolescent's voice deepening during puberty.
(D) A person acquiring a second language by living in a foreign country.

Direction : Please read the following source carefully.

The study of human development is guided by several major theoretical frameworks, each offering a distinct lens through which to understand the mechanisms of change. Psychoanalytical theories, pioneered by figures like Freud, posit that development is largely driven by unconscious motives and the resolution of conflicts, typically rooted in early life experiences. These theories emphasize psychosexual or psychosocial stages where individuals must navigate specific challenges to achieve healthy personality development. In stark contrast, Behavioristic theories view development as a product of learning and conditioning. From this perspective, the individual is seen as more of a reactor to environmental stimuli, with development being the cumulative effect of reinforcement, punishment, and observational learning. Behaviorism discounts the importance of internal mental states and focuses on observable behaviors. A third major force is Cognitive theory, most prominently associated with Piaget. This perspective centers on the development of thought processes and mental structures. It argues that individuals are active learners who construct their understanding of the world through processes of assimilation and accommodation. Cognitive theories propose that development occurs in a sequence of qualitatively different stages, each characterized by a unique way of thinking and problem-solving, thereby positioning the individual as an active constructor of their own cognitive world.

Based on the above source, attempt the following five questions.

256. Which theoretical perspective most strongly emphasizes the role of unconscious drives and early life conflicts in shaping development?
(A) Behavioristic theory
(B) Psychoanalytical theory
(C) Cognitive theory
(D) Social learning theory

257. How does the Behavioristic view of the developing individual differ from the Cognitive view, as described in the passage?
(A) Behaviorism focuses on internal motives, while Cognitivism focuses on external rewards.
(B) Behaviorism emphasizes developmental stages, while Cognitivism emphasizes continuous learning.
(C) Behaviorism values unconscious processes, while Cognitivism values observable actions.

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205. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Gestalt therapy, the focus is on integrating fragmented parts of the personality into a unified whole.
Reason (R): Techniques like the 'empty chair' are used to help clients become aware of and resolve internal conflicts or "unfinished business."
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

206. A key factor in educational achievement is a student's 'locus of control'. An internal locus of control means the student believes that:
(A) Their success is due to luck or fate.
(B) Their success is determined by the teacher's mood.
(C) They have no control over their academic outcomes.
(D) Their success is a result of their own effort and abilities.

207. Which therapy is NOT considered a "third-wave" cognitive-behavioral therapy?
(A) Psychoanalysis
(B) Acceptance and Commitment Therapy (ACT)
(C) Dialectical Behavior Therapy (DBT)
(D) Mindfulness-Based Cognitive Therapy (MBCT)

208. The 'proximodistal' principle of development describes the pattern of growth from:
(A) Head to toe.
(B) Center to extremities.
(C) Simple to complex.
(D) General to specific.

209. In the context of the Mental Status Examination, 'judgment' refers to the client's ability to:
(A) Understand their own illness.
(B) Make sound, responsible decisions.
(C) Recall past events.
(D) Interpret proverbs abstractly.

210. Which of the following is an example of an 'open-ended question' used in counselling?
(A) "Can you tell me more about what happened?"
(B) "Are you feeling sad?"
(C) "Did you have a good week?"
(D) "Do you want to talk about your job?"

211. Read the following statements regarding components of effective counselling skills:
(i) Imposing one's own values
(ii) Active listening
(iii) Showing empathy
(iv) Maintaining confidentiality
(v) Giving unsolicited advice
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (ii), (iii), and (iv)
(C) (i), (iv), and (v)
(D) (iii), (iv), and (v)

212. Consider the following statements:
Statement I: Art therapy requires the client to have artistic talent.
Statement II: In art therapy, the process of creating art is valued as a means of expression, regardless of the aesthetic quality of the final product.
(A) Both Statement I and Statement II are true.
(B) Statement I is false, but Statement II is true.
(C) Statement I is true, but Statement II is false.
(D) Both Statement I and Statement II are false.

213. "What would be different if a miracle happened overnight and your problem was solved?" This question is a hallmark technique of which therapeutic approach?
(A) Psychoanalysis
(B) REBT
(C) Solution-Focused Brief Therapy
(D) Gestalt Therapy

214. Which factor is considered a biological cause of psychopathology?
(A) Irrational cognitions
(B) Neurotransmitter imbalances
(C) A dysfunctional family system
(D) A lack of meaning in life

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(C) Social popularity
(D) Cognitive development

265. Which of the following best describes the scope of sensory-motor development as presented in the source?
(A) The development of senses and coordinated physical actions.
(B) The ability to understand and use language effectively.
(C) The process of forming a sense of right and wrong.
(D) The growth of intellectual abilities like reasoning and memory.

Direction : Please read the following source carefully.

Psychopathology refers to the scientific study of mental disorders, encompassing their conceptualization, manifestation, and underlying factors. At its core, the concept of psychopathology involves patterns of behavioral or psychological symptoms that impact multiple life areas and create distress for the person experiencing them. A crucial tool in the clinical assessment of mental disorders is the Mental Status Examination (MSE), a systematic observation of an individual's behavior and functioning across several domains, including appearance, mood, affect, thought process, and cognitive abilities. The MSE provides a snapshot of a person's psychological state at a specific point in time. To bring order to the vast array of psychological symptoms and disorders, classification systems have been developed. These systems, such as the DSM and ICD, provide standardized criteria for diagnosing mental disorders, which facilitates communication among clinicians, aids in research, and helps in predicting the disorder's course. Understanding the causes of psychopathology is complex, as it rarely stems from a single source. Instead, a multifactorial approach is necessary, considering a dynamic interplay of biological vulnerabilities (e.g., genetic predispositions, neurochemical imbalances), psychological factors (e.g., personality, coping styles, trauma), and social or environmental influences (e.g., family dynamics, cultural norms, socioeconomic status).

Based on the above source, attempt the following five questions.

266. What is the primary purpose of a Mental Status Examination (MSE) as described in the passage?
(A) To provide a definitive, long-term diagnosis of a mental disorder.
(B) To offer a systematic assessment of a person's current psychological functioning.
(C) To determine the genetic causes of a specific psychopathology.
(D) To classify a new disorder for inclusion in diagnostic manuals.

267. According to the source, why is a multifactorial approach considered necessary for understanding the causes of psychopathology?
(A) Because diagnostic classification systems require it.
(B) Because disorders usually arise from the interaction of biological, psychological, and social factors.
(C) Because mental disorders are typically caused by a single, identifiable event.
(D) Because psychological factors are the sole determinants of mental illness.

268. The use of standardized diagnostic criteria from classification systems primarily serves to:
(A) Ensure consistency in diagnosis and communication among professionals.
(B) Eliminate the need for a Mental Status Examination.
(C) Focus exclusively on the biological causes of mental disorders.
(D) Create distress for the person experiencing the symptoms.

269. Based on the passage's definition of psychopathology, which of the following is a key element?
(A) The symptoms must be considered socially acceptable.
(B) The symptoms are temporary and do not cause distress.
(C) The pattern of symptoms causes distress and impacts life functioning.
(D) The pattern of symptoms is solely due to environmental factors.

270. A clinician noting a client's flat affect, disorganized speech, and poor hygiene is engaging in which process?
(A) Developing a new classification system.

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behaviors.
3. Uncovering and resolving unconscious conflicts from the past.
4. Altering dysfunctional interactional patterns within a system.

Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-3, Q-1, R-2, S-4
(D) P-2, Q-3, R-4, S-1

227. The concept of 'cognitive defusion' in ACT involves:
(A) Arguing with and changing negative thoughts.
(B) Fusing with one's thoughts and emotions to experience them fully.
(C) Seeing thoughts as just thoughts, rather than objective truths or commands to be obeyed.
(D) Replacing negative thoughts with positive affirmations.

228. Read the following statements regarding stages of development:
(i) Infancy
(ii) Adolescence
(iii) Adulthood
(iv) Psychoanalysis
(v) Successful aging
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii)
(B) (i), (iv), and (v)
(C) (ii), (iii), and (iv)
(D) (i), (ii), and (v)

229. Consider the following statements:
Statement I: The psychoanalytical theory of development was proposed by Jean Piaget.
Statement II: The cognitive theory of development was proposed by Sigmund Freud.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

230. A key principle of developmental psychology is that:
(A) Development stops at age 18.
(B) Early experiences can have a lasting impact on later development.
(C) All children reach developmental milestones at the exact same age.
(D) Genetic factors are the only determinants of development.

231. The term 'catharsis' in a therapeutic context refers to:
(A) The process of disputing irrational beliefs.
(B) The development of insight into one's behavior patterns.
(C) The transfer of feelings from a past relationship onto the therapist.
(D) The release of strong, repressed emotions.

232. 'Musts', 'shoulds', and 'oughts' that lead to emotional distress are referred to as 'irrational beliefs' in which therapy?
(A) REBT
(B) Gestalt Therapy
(C) Psychoanalysis
(D) Person-centered Therapy

233. A counsellor helps a client explore their feelings about a recent job loss by saying, "It sounds like you're feeling very worried and uncertain about the future." This is an example of:
(A) Giving advice
(B) Interpretation
(C) Reflection of feeling
(D) Probing

234. In the organizational set up of school guidance, who is typically the central figure responsible for providing direct counselling services?
(A) The school counsellor
(B) The school principal
(C) The classroom teacher
(D) The school nurse

235. The 'zone of proximal development' refers to:
(A) The set of tasks a child can already do independently.
(B) The set of tasks that are too difficult for a child to master.
(C) The range of tasks a child can perform with help.
(D) The range of tasks a child can perform with the help of a more skilled partner.

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through techniques like systematic desensitization and reinforcement schedules, without delving into internal mental states. A pivotal evolution occurred with the development of Rational Emotive Behavior Therapy (REBT), which introduced the central role of cognition. REBT posits that it is not events themselves but the irrational beliefs about those events that cause emotional distress. The therapeutic process involves identifying, challenging, and replacing these irrational beliefs. Building on this, Cognitive Behavioral Therapy (CBT) became a more structured and empirical approach, focusing on the intricate relationship between thoughts, feelings, and behaviors. CBT helps clients identify and modify distorted or unhelpful thinking patterns and associated behaviors. A more recent development, Mindfulness-Based Cognitive Therapy (MBCT), integrates elements of CBT with mindfulness practices. MBCT is designed specifically to help people prone to recurrent depression by teaching them to relate differently to their thoughts and feelings, observing them non-judgmentally rather than being caught up in them. This marks a shift from changing the content of thoughts to changing one's relationship to them.

Based on the above source, attempt the following five questions.

276. What is the fundamental principle of Rational Emotive Behavior Therapy (REBT) as described in the passage?
(A) Emotional distress stems from irrational beliefs about events.
(B) Maladaptive behaviors are learned through reinforcement.
(C) Recurrent depression is best treated with mindfulness alone.
(D) Unconscious conflicts from childhood determine present behavior.

277. How does Mindfulness-Based Cognitive Therapy (MBCT) differ from traditional CBT in its approach to negative thoughts?
(A) MBCT aims to eliminate all negative thoughts completely.
(B) MBCT teaches individuals to challenge and replace the content of their thoughts.
(C) MBCT focuses solely on behavioral reinforcement and ignores thoughts.
(D) MBCT encourages individuals to observe their thoughts non-judgmentally.

278. The evolution from classical Behavior therapy to CBT represents a shift in focus from:
(A) Unconscious drives to conscious choices.
(B) Observable behaviors alone to the inclusion of thought processes.
(C) Individual therapy to group therapy.
(D) Long-term therapy to short-term interventions.

279. A therapist helping a client with a fear of flying by gradually exposing them to airports and planes, using relaxation techniques, is employing a method rooted in which therapy?
(A) REBT
(B) MBCT
(C) Behavior therapy
(D) Psychoanalysis

280. A client reports, "I failed my exam, so I am a complete failure." A CBT therapist would most likely identify this statement as an example of:
(A) A rational belief that needs reinforcement.
(B) An unconscious conflict manifesting itself.
(C) A mindful observation of a passing feeling.
(D) A distorted thinking pattern to be examined and modified.

Direction : Please read the following source carefully.

Contemporary psychotherapy has seen the emergence of innovative approaches that build upon, yet also diverge from, traditional cognitive-behavioral and psychodynamic models. Acceptance and Commitment Therapy (ACT) represents one such "third-wave" behavioral therapy. Instead of focusing on changing or eliminating difficult thoughts and feelings, ACT promotes psychological flexibility through mindfulness, acceptance, and value-guided action. Clients learn to accept their internal experiences while committing to behaviors that align with their personal values. Dialectical Behavior Therapy (DBT), originally developed for borderline personality disorder, is another significant integrative approach. DBT uniquely combines cognitive-behavioral techniques for emotional regulation and reality testing with concepts of distress tolerance, acceptance, and mindfulness derived from Zen philosophy. It

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might be viewed differently in another. Therefore, cultural context is essential for accurately defining and treating psychopathology.

17. (A) (i), (ii), (iii), and (iv)
A standard Mental Status Examination evaluates several immediate components of a person's mental state, including their physical appearance, speech patterns, and current mood. It also involves an analysis of the person's thought processes and the content of their ideas to detect any abnormalities like delusions. While family medical history is vital for a comprehensive psychiatric evaluation, it is generally considered part of the clinical history rather than the MSE.

18. (A) Psychoanalysis - Free Association
Free association is a fundamental technique in psychoanalysis where patients are encouraged to speak whatever comes to mind without censorship. This method aims to uncover repressed thoughts and unconscious conflicts by bypassing the ego's defenses. Other pairings, such as Gestalt therapy with unconditional positive regard or behavior therapy with self-actualization, are incorrect as those concepts belong to humanistic traditions like person-centered therapy rather than their respective psychoanalytic or behavioral frameworks.

19. (C) An interaction between vulnerability and life stressors.
The diathesis-stress model suggests that mental disorders develop from a combination of an underlying predisposition and environmental pressure. A diathesis can be a genetic vulnerability or a pre-existing psychological trait, but it may remain dormant unless triggered by significant life stress. This interactionist perspective helps explain why different individuals might respond to the same stressful event in various ways based on their unique biological and psychological vulnerabilities.

20. (A) P-4, Q-1, R-2, S-3
Major psychotherapeutic approaches are linked to specific founders who defined their core principles. Carl Rogers developed Person-centered therapy, emphasizing empathy and growth. Albert Ellis founded Rational Emotive Behavior Therapy to address irrational thinking. Sigmund Freud is the father of psychoanalysis, focusing on the unconscious mind. Eric Berne introduced Transactional Analysis, which examines social interactions through ego states. These pioneers established the theoretical foundations for modern clinical practice and psychological intervention.

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21. (C) Accept uncontrollable events and commit to valued actions.
Acceptance and Commitment Therapy is a form of cognitive-behavioral intervention that emphasizes psychological flexibility. Rather than trying to eliminate negative thoughts or emotions, clients are taught to accept them as fleeting experiences while staying focused on the present moment. The ultimate objective is to help individuals commit to actions that align with their deeply held personal values, allowing them to lead meaningful lives despite the presence of inevitable psychological pain.

22. (B) Transference
Transference is a psychoanalytic phenomenon where a client unconsciously redirects feelings and desires originally felt toward significant figures in their past onto the therapist. This process allows the therapist to observe the client's historical relationship patterns in the here-and-now of the clinical session. By analyzing these projected emotions, the therapist can help the client gain insight into unresolved internal conflicts and improve their current interpersonal relationships and emotional self-awareness.

23. (A) (ii), (v), (i), (iii), (iv)
The professional counselling process follows a logical sequence to ensure effective intervention. It typically starts with relationship building to establish trust and rapport. Once a connection is made, the counsellor conducts an assessment to understand the client's needs. This leads to collaborative goal setting, followed by the implementation of specific interventions. The process concludes with a planned termination and follow-up to evaluate progress and ensure the client's continued well-being.

24. (A) Individuals have an innate capacity for self-understanding and growth.
Person-Centered Therapy is rooted in the humanistic belief that every individual possesses the internal resources necessary for self-healing

Based on the above source, attempt the following five questions.

286. According to the passage, the fundamental principle of Play therapy is that:
(A) Children must create aesthetically pleasing artwork to heal.
(B) Verbal communication is always more effective than play.
(C) Play therapy is only useful for developing physical skills.
(D) Play is a natural and effective medium for children's self-expression.

287. What is the primary distinction between individual-focused therapies and Family therapy?
(A) Family therapy is always short-term, while individual therapy is long-term.
(B) Family therapy exclusively uses creative expression, unlike individual therapy.
(C) Family therapy views the family system, not the individual, as the primary unit of treatment.
(D) Family therapy is only for children, while individual therapy is for adults.

288. A common feature of Art therapy and Performing Art Therapy is the emphasis on:
(A) The aesthetic merit of the creative output.
(B) The therapeutic value of the creative process itself.
(C) The verbal description of the artistic process.
(D) The performance of the art for a public audience.

289. A therapist works with a family to change their communication patterns, believing that the adolescent's rebellious behavior is a symptom of marital conflict between the parents. This approach is most representative of:
(A) Play therapy
(B) Art therapy
(C) Performing Art Therapy
(D) Family therapy

290. Why might a therapist choose to use Play therapy with a young child who has experienced trauma?
(A) Because children are better at expressing complex emotions through play than through words.
(B) To teach the child advanced artistic and performance skills.
(C) To analyze the family's communication patterns.
(D) Because play is a form of cognitive-behavioral treatment.

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Direction : Please read the following source carefully.

The educational environment is a critical setting for the application of psychological principles, particularly theories of motivation and learning. Applying these theories in schools is essential for fostering an environment conducive to educational achievement. Learning theories, such as behaviorism and cognitivism, inform instructional design, from structuring rewards and reinforcement to designing problems that encourage active knowledge construction. Similarly, motivation theories, which explain the "why" of behavior, are crucial. For instance, applying intrinsic motivation principles might involve creating tasks that are challenging yet achievable, giving students a sense of autonomy, and connecting learning to their interests. The cumulative effect of these applications is a major determinant of educational achievement, which is itself a complex outcome influenced by a confluence of factors. These factors include student-level variables like cognitive ability and prior knowledge, classroom-level variables like instructional quality, and broader socio-contextual factors. Central to this process is the concept of teacher effectiveness. An effective teacher is not merely a dispenser of information but a skilled facilitator of learning who can manage a classroom, motivate diverse learners, use appropriate instructional strategies, and accurately assess student progress. Teacher effectiveness is consistently identified as one of the most significant school-related factors impacting student educational achievement.

Based on the above source, attempt the following five questions.

291. According to the passage, applying theories of motivation and learning in schools primarily aims to:
(A) Identify the most intelligent students for special programs.

operates on a dialectical principle of balancing acceptance and change. Transactional Analysis (TA) offers a different framework, focusing on social interactions and communication patterns. It analyzes exchanges through the lens of three ego-states—Parent, Adult, and Child—to improve communication and achieve personal autonomy. Positive Psychotherapy, distinct from traditional deficit-focused models, works to build positive emotions, character strengths, and meaning. It aims not just to alleviate symptoms but to cultivate well-being and flourishing, shifting the focus of therapy towards what makes life worth living.

Based on the above source, attempt the following five questions.

281. A key difference between traditional CBT and Acceptance and Commitment Therapy (ACT) is that ACT emphasizes:
(A) Accepting difficult internal experiences rather than eliminating them.
(B) Challenging and changing irrational thoughts.
(C) Analyzing past childhood experiences in detail.
(D) Identifying and reinforcing positive behaviors only.

282. The therapeutic approach that explicitly combines cognitive-behavioral strategies with concepts of mindfulness and acceptance from Zen philosophy is:
(A) Transactional Analysis (TA)
(B) Dialectical Behavior Therapy (DBT)
(C) Positive Psychotherapy
(D) Acceptance and Commitment Therapy (ACT)

283. A therapist helps a couple understand how their communication breaks down by analyzing their interactions in terms of "Parent," "Adult," and "Child" ego-states. This approach is characteristic of:
(A) Dialectical Behavior Therapy
(B) Transactional Analysis
(C) Positive Psychotherapy
(D) Acceptance and Commitment Therapy

284. What is the primary goal of Positive Psychotherapy as described in the passage?
(A) To cultivate well-being by building strengths and meaning.
(B) To diagnose and treat mental illness based on deficits.
(C) To analyze the dialectical tension between acceptance and change.
(D) To uncover and resolve unconscious conflicts.

285. The concept of "psychological flexibility," which involves accepting internal events while pursuing value-based actions, is central to which therapy?
(A) Transactional Analysis
(B) Dialectical Behavior Therapy
(C) Acceptance and Commitment Therapy
(D) Positive Psychotherapy

Direction : Please read the following source carefully.

Beyond traditional talk therapies, a range of therapeutic modalities utilizes creative expression and systemic contexts to facilitate healing and growth. Play therapy is a powerful medium primarily used with children, operating on the principle that play is a child's natural language. Through play, children can express feelings, process traumatic experiences, and develop coping skills in a way that is not possible through verbal communication alone. Therapists use the playroom and selected toys to understand and respond to a child's inner world. Expressive arts therapies extend this principle to other creative forms. Art therapy uses the creative process of making art to improve a person's physical, mental, and emotional well-being. Similarly, Performing Art Therapy, which can include drama, dance, or music, allows individuals to explore and express emotions through performance and movement. These therapies are not about the aesthetic quality of the final product but the process of creation and expression itself. Shifting focus from the individual to the group, Family therapy views psychological problems within the context of the family system. It operates on the assumption that an individual's problems are often a manifestation of a larger family dynamic. Instead of treating the individual in isolation, family therapy aims to modify dysfunctional patterns of communication and interaction within the entire family unit to promote health for both the individual and the system.

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counselling is a more intensive, personal process within it.

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297. A school counsellor leading a workshop on time management for all tenth-grade students is engaging in a:
(A) Guidance technique
(B) Counselling technique
(C) Diagnostic assessment
(D) Family therapy session

298. According to the source, the effectiveness of the counselling process heavily relies on:
(A) The student's academic performance.
(B) The counsellor's skills in building rapport and showing empathy.
(C) The school's organizational set up alone.
(D) The specific techniques used, regardless of the relationship.

299. Which of the following sequences best represents the stages of the counselling process mentioned in the passage?
(A) Intervention, goal setting, relationship building, termination.
(B) Relationship building, problem assessment, intervention, termination.
(C) Problem assessment, termination, intervention, goal setting.
(D) Goal setting, relationship building, termination, intervention.

300. Based on the passage, the need for guidance in schools is driven by:
(A) The mandate to help students with their educational, vocational, and personal-social development.
(B) The requirement to fulfill administrative duties only.
(C) The goal of replacing parental responsibility.
(D) The singular aim of improving test scores.

emphasizes the interconnected nature of the mind and the power of cognitive restructuring for improvement.

32. (B) To prevent depressive relapse by altering thought relationships.
Mindfulness-Based Cognitive Therapy combines elements of cognitive therapy with mindfulness meditation practices. Its primary objective is to help individuals who have suffered from recurrent depression recognize the early warning signs of a relapse. By learning to relate to their thoughts and feelings in a non-judgmental and detached way, participants can prevent the downward spiral of negative thinking that often leads to another depressive episode, thereby fostering long-term psychological resilience.

33. (B) It uses play as a medium for children to express their feelings and resolve psychosocial challenges.
Play therapy is a specialized therapeutic approach designed for children, who often lack the verbal skills to explain complex emotions. Through the natural medium of play, children can safely explore their experiences, express repressed feelings, and develop better coping mechanisms. The therapist provides a supportive environment where the child's actions in play serve as a form of communication, allowing for the resolution of internal conflicts and the promotion of healthy social and emotional development.

34. (A) Building positive emotions, character strengths, and meaning.
Positive Psychotherapy is an approach that shifts the focus from solely treating symptoms and character deficits to cultivating personal well-being. It emphasizes the development of positive emotions, the identification of individual character strengths, and the pursuit of a meaningful life. By building these psychological resources, individuals can become more resilient against future mental health challenges. This model seeks to enhance what is right with a person, rather than just fixing what is wrong with them.

35. (B) P-4, Q-1, R-3, S-2
Transactional Analysis, developed by Eric Berne, categorizes human personality into three ego states. The Parent ego state contains inherited attitudes and external rules. The Adult ego state functions as the objective and rational part of the person, processing current reality. The Child ego state is the source of emotions, intuition, and early childhood reactions. Additionally, the Life Script is an unconscious plan formed in early childhood that directs an individual's major life decisions and behavioral patterns.

36. (D) Developmental
Developmental guidance is a proactive and comprehensive approach in schools designed to support the personal, social, academic, and career growth of all students. Unlike remedial or crisis-oriented services that target specific problems, developmental programs are integrated into the school environment to help every student acquire essential life skills. By focusing on areas like career planning and interpersonal effectiveness, these programs ensure that students are better prepared for the various transitions and challenges of their ongoing growth.

37. (C) Administering disciplinary action for misbehavior.
School guidance programs are intended to provide supportive services that assist students with personal adjustment, academic success, and future career choices. While these programs aim to improve student behavior through counseling and skill-building, the actual administration of disciplinary actions is a function of the school's administrative and management staff. Guidance focuses on understanding the underlying causes of behavior and providing help, whereas discipline involves enforcing rules and consequences for violations of the school's code of conduct.

38. (B) The teacher's impact on student learning and achievement.
Teacher effectiveness is primarily defined by the degree to which a teacher facilitates student growth and helps them reach educational milestones. While qualifications and experience are important background factors, they do not guarantee effective teaching. The most accurate measure of success is the measurable progress made by students in their knowledge, skills, and overall academic performance. Effective teachers utilize diverse strategies to engage students and ensure that the learning objectives of the curriculum are successfully met.

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positive outcomes. These external engagements act as protective factors that help mitigate age-related decline, thereby justifying why active involvement is considered a primary contributor to successful aging.

9. (C) General to specific development
The principle of general to specific development suggests that children first master broad, unrefined movements before achieving precise control. An infant initially uses the whole hand to grasp an object, which is a gross motor skill, before developing the refined pincer grasp using only the thumb and forefinger. This progression reflects the maturation of the nervous system and muscles, moving from global actions to increasingly differentiated and specialized skills.

10. (A) Abstract and hypothetical thinking are the primary focus of this stage.
In Jean Piaget's theory, the sensorimotor stage occurs from birth to approximately two years and focuses on coordinating sensory experiences with physical actions. Key milestones include the development of object permanence and the transition from reflexive to intentional behavior. Abstract and hypothetical reasoning do not emerge until the formal operational stage, which begins in adolescence, making it incorrect to associate these advanced cognitive skills with infancy.

11. (C) (i), (ii), and (iv)
Emotional development in infants begins with basic, undifferentiated states of excitement. As they grow, they utilize social referencing to interpret the emotions of others, which helps them navigate unfamiliar situations. The formation of attachment bonds with primary caregivers is also a fundamental aspect of early life. However, emotional regulation is not entirely innate; it is a learned skill that requires significant guidance, modeling, and external support.

12. (B) Socialization
Socialization is the lifelong process through which individuals learn and internalize the values, beliefs, and norms of their specific culture. This process allows children to acquire the necessary skills to function effectively as members of society. Through interactions with family, peers, and institutions, individuals develop a sense of identity and learn appropriate behaviors, ensuring the continuity of cultural traditions and the stability of social structures.

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13. (C) Pre-conventional
At the pre-conventional level of moral development, an individual's reasoning is primarily driven by external consequences rather than internalized ethical standards. Rules are followed specifically to avoid punishment or to obtain rewards. This stage is typical in younger children who perceive authority as something outside of themselves. Moral choices are based on physical consequences to the self rather than a deeper understanding of social contracts or universal human rights.

14. (A) (iii), (v), (ii), (iv), (i)
Sigmund Freud's psychosexual theory proposes that personality develops through five distinct stages focused on different erogenous zones. The sequence begins with the oral stage in infancy, followed by the anal stage during toilet training. Next is the phallic stage, which leads into the latency period where sexual drives remain dormant. The final stage is the genital stage, which begins at puberty and continues throughout adulthood, marking mature sexual interest.

15. (A) To assess a client's current psychological and cognitive functioning.
The Mental Status Examination is a structured clinical tool used by mental health professionals to observe and describe a patient's current state of mind. It covers various domains such as appearance, mood, thought process, and cognitive abilities. Unlike a full diagnostic history or long-term therapy, the focus of this examination is to capture a snapshot of the individual's psychological functioning at the specific moment of the clinical interview.

16. (B) Statement I is true, but Statement II is false.
Psychopathology is the formal scientific study of mental disorders, focusing on their origins, manifestations, and therapeutic interventions. While the study itself is a rigorous discipline, the definition of what constitutes abnormal behavior is not universal. Different cultures have unique perspectives on mental health, meaning that behaviors considered pathological in one society

(B) Ensure all students follow a single, standardized learning path.
(C) Create an environment that supports and enhances educational achievement.
(D) Replace the role of the teacher with technology.

292. Which of the following best describes the concept of 'teacher effectiveness' as presented in the source?
(A) A teacher's multifaceted skill in facilitating learning, motivating students, and managing the classroom.
(B) A teacher's ability to deliver a large volume of information quickly.
(C) A teacher's popularity among students and parents.
(D) A teacher's years of service and seniority within the school system.

293. A teacher who designs a lesson that allows students to choose their research topic to foster a sense of ownership is applying a principle related to:
(A) Classical conditioning
(B) Extrinsic rewards
(C) Social conformity
(D) Intrinsic motivation

294. The passage suggests that educational achievement is:
(A) Determined solely by a student's innate cognitive ability.
(B) A complex outcome influenced by a combination of student, classroom, and contextual factors.
(C) Primarily the result of teacher effectiveness, with no other factors involved.
(D) Dependent only on the application of behaviorist learning theories.

295. Based on the passage, what is the relationship between learning theories and instructional design?
(A) Learning theories are irrelevant to how instruction is designed.
(B) Instructional design is exclusively based on theories of motivation.
(C) Learning theories provide the foundational principles for structuring teaching methods.
(D) Instructional design has replaced the need for learning theories in modern schools.

Direction : Please read the following source carefully.

The provision of support services within schools is crucial for addressing the holistic needs of students. School guidance encompasses a broad range of activities designed to help students with their educational, vocational, and personal-social development. The needs for such services are vast, ranging from academic planning and career exploration to addressing personal anxieties and social challenges. An effective guidance program requires a well-defined organizational set up, often involving a team of school counsellors, teachers, and administrators working collaboratively. Common guidance techniques include disseminating information through talks or materials, providing orientation services for new students, and conducting group sessions on topics like study skills or career choices. Within this broader framework of guidance, counselling represents a more intensive and personal process. Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The counselling process is typically structured, involving stages such as relationship building, problem assessment, goal setting, intervention, and termination. Central to this process are the counsellor's skills, especially active listening, empathy, questioning, and the ability to build rapport. Various techniques, drawn from different psychotherapeutic models, may be employed to facilitate client change, making counselling a distinct and specialized component of the school's overall guidance services.

Based on the above source, attempt the following five questions.

296. What is the primary difference between guidance and counselling as described in the passage?
(A) Guidance is for groups, whereas counselling is exclusively for individuals.
(B) Guidance focuses on careers, whereas counselling focuses on academics.
(C) Guidance is provided by teachers, whereas counselling is provided by administrators.
(D) Guidance is a broad service, while

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and personal development. The primary role of the therapist is not to act as an expert or provide direction, but to create a safe, supportive environment where the client's natural tendency toward self-actualization can flourish. This approach empowers the individual to take responsibility for their own change and achieve greater personal congruence.

25. (C) Interpretation
Carl Rogers identified three essential conditions for therapeutic change: empathy, unconditional positive regard, and congruence. Empathy involves understanding the client's world, while unconditional positive regard means total acceptance without judgment. Congruence refers to the therapist's genuineness and authenticity. Interpretation is a technique primarily associated with psychoanalysis, where the therapist explains the unconscious meaning of a client's thoughts, and it is not a core requirement in person-centered therapeutic models.

26. (A) Both A and R are true and R is the correct explanation of A.
Behavior therapy is built on the scientific premise that psychological problems are primarily the result of learned maladaptive behaviors. Because these behaviors were acquired through various forms of conditioning, they can also be modified or unlearned using similar principles. By focusing on observable and measurable actions, therapists can apply structured techniques like reinforcement or desensitization to help clients replace problematic habits with more adaptive ones, directly addressing the learned nature of behavior.

27. (D) Gestalt Therapy
The empty chair technique is a classic intervention used in Gestalt therapy to help clients explore internal conflicts or unfinished business with others. The client imagines a person or a part of themselves sitting in an empty chair and engages in a dialogue with them. This experiential method encourages the individual to integrate different aspects of their personality and gain immediate emotional insight by enacting the conflict in the present moment.

28. (B) Helping clients confront the 'givens' of existence, such as death, freedom, and meaninglessness.
Existential therapy is a philosophical approach to treatment that focuses on the fundamental challenges of being human. It encourages individuals to face the inevitable realities of life, including mortality, the responsibility of freedom, and the search for personal meaning. By confronting these 'givens', clients can overcome feelings of despair and take ownership of their existence. The goal is to live more authentically by making conscious choices in a world that lacks inherent structure.

29. (A) (i), (ii), and (iii)
Dialectical Behavior Therapy was created by Marsha Linehan specifically to address the complex needs of individuals with Borderline Personality Disorder. It uniquely integrates traditional cognitive-behavioral strategies with Eastern mindfulness practices to help patients manage intense emotions. A central tenet of this approach is the dialectic, or the synthesis of accepting oneself as they are while simultaneously working toward meaningful change. It does not rely on dream analysis or the pursuit of self-actualization.

30. (D) Activating Event - Belief - Consequence
In Rational Emotive Behavior Therapy, the A-B-C model is used to explain how emotional and behavioral consequences arise. 'A' represents the activating event or situation, while 'B' stands for the person's beliefs or interpretations of that event. 'C' is the resulting emotional or behavioral consequence. This model highlights that it is not the event itself that causes distress, but the irrational beliefs the individual holds about the situation, which the therapist seeks to dispute.

NODIA

31. (A) Cognition, emotion, and behavior are linked and driven by thought.
Cognitive Behavioral Therapy is founded on the principle that our thoughts significantly influence our feelings and actions. By identifying and challenging distorted or unhelpful thought patterns, individuals can effectively change their emotional responses and behavioral habits. This approach is highly structured and focuses on the present, aiming to provide clients with practical tools to manage their psychological distress. It

ANSWERS

1. (B) The unfolding of genetically predetermined characteristics.
Development is often discussed in terms of nature versus nurture. The nature component refers to biological inheritance and the influence of genetics on an individual's growth. This process involves the manifestation of traits and behaviors that are encoded within the DNA from birth. It suggests that certain milestones and characteristics occur in a predictable sequence primarily driven by biological maturation rather than external environmental influences.

2. (A) Proximodistal principle
The proximodistal principle describes the physical development of an individual starting from the center of the body and moving toward the extremities. This pattern is evident in infants who gain control over their torso and shoulders before they can manage their hands and fingers. It highlights a specific directional sequence where the internal organs and trunk develop earlier than the distal limbs during the growth process.

3. (D) Statement I is false, but Statement II is true.
Contemporary developmental psychology rejects the idea that heredity is the sole factor in growth, as genetic potential requires an appropriate environment to manifest. While heredity sets the blueprint, environmental factors like nutrition, education, and social stimulation are essential for shaping the actual developmental trajectory. Therefore, the belief in genetic determinism is inaccurate, while acknowledging the crucial role of external influences provides a comprehensive view.

4. (D) Ego
In psychoanalytic theory, the ego is the rational component of the personality that mediates between the impulsive id and the moralistic superego. It operates according to the reality principle, which seeks to satisfy the id's desires in socially acceptable and realistic ways. By using logic and planning, it helps the individual navigate the demands of the external world while managing internal drives and societal constraints.

5. (A) P-3, Q-4, R-2, S-1
Erik Erikson's psychosocial theory identifies specific conflicts for different life stages. Infancy is defined by the challenge of trust versus mistrust, while early childhood focuses on autonomy versus shame and doubt. Late childhood is characterized by industry versus inferiority as children enter school. Finally, adolescence involves the critical search for a stable identity versus role confusion, marking the transition from childhood to becoming a functional adult.

6. (B) Operant conditioning
Operant conditioning is a learning process where behavior is modified by its consequences. When a child experiences a time-out after hitting a sibling, the negative consequence serves as a punishment intended to decrease that specific behavior in the future. This concept, pioneered by B.F. Skinner, emphasizes how voluntary actions are shaped by reinforcement or punishment, leading to the acquisition or extinction of various social habits.

7. (D) Zone of Proximal Development
The Zone of Proximal Development is a central concept in Lev Vygotsky's socio-cultural theory, not Jean Piaget's theory. Piaget's cognitive development model focuses on internal processes like schemas, which are mental frameworks, and the processes of assimilation and accommodation. While Vygotsky emphasized the role of social interaction and guidance in learning, Piaget concentrated more on how children independently construct knowledge through biological maturation and interaction.

8. (A) Both A and R are true and R is the correct explanation of A.
Successful aging is defined by the maintenance of physical health, cognitive sharpness, and active social participation during later life. Scientific research supports the idea that staying engaged in stimulating mental activities and maintaining robust social networks directly promotes these

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39. (D) Behavioristic learning theory
Behavioristic learning theory focuses on the use of external stimuli and consequences to shape and modify behavior. In a classroom, using rewards like praise or tokens for correct answers is a direct application of positive reinforcement. This approach assumes that learning is a change in observable behavior brought about by the environment. By consistently rewarding desired actions, teachers can strengthen those behaviors and encourage students to engage more actively and productively in the learning process.

40. (A) Both Statement I and Statement II are true.
Motivation is categorized into two main types based on the source of the drive. Intrinsic motivation occurs when a person performs an activity because it is inherently interesting or enjoyable, providing internal satisfaction. In contrast, extrinsic motivation is driven by the desire to obtain external rewards, such as grades or money, or to avoid negative consequences like punishment. Both types of motivation play significant roles in learning and behavior, influencing how individuals engage with various tasks and goals.

41. (C) Group guidance sessions
Group guidance sessions are a common and efficient technique used in school settings to address the shared needs of many students simultaneously. These sessions cover various topics, such as study skills, career exploration, or social-emotional development, in a collaborative environment. By working in groups, students can benefit from peer interaction and learn from each other's experiences under the facilitation of a trained counsellor. This approach allows for broad coverage of essential guidance topics within the school curriculum.

42. (A) Active listening
Active listening is a fundamental counselling skill that involves paying close attention to both the verbal and non-verbal components of a client's message. The counsellor seeks to understand the client's perspective and then reflects the core essence of their feelings and thoughts back to them. This technique demonstrates empathy, builds rapport, and ensures that the client feels heard and understood. It is a critical component for establishing a strong and effective therapeutic relationship in any setting.

43. (D) The final art product is always more important than the creative process itself.
Art therapy utilizes the creative process of making art as a primary tool for emotional expression and psychological healing. It is inclusive of all age groups and is particularly helpful for individuals who find it difficult to express their feelings through words. In this therapeutic modality, the internal experience and the insights gained during the act of creation are far more significant than the aesthetic quality of the finished product. The focus remains on personal growth and self-discovery.

44. (B) A dedicated guidance and counselling cell with a trained counsellor.
For a school guidance program to be effective, it must have a formal organizational structure that includes a dedicated space and professional staff. A specialized guidance and counselling cell provides a private environment where students can seek help without fear of judgment. This setup, led by a trained counsellor, ensures that the services provided are professional, confidential, and systematically integrated into the school's overall mission to support student development and academic success.

45. (C) Gestalt Therapy
The "hot seat" is an experiential technique associated with Gestalt therapy, often used in group settings. During this process, one individual volunteers to work directly with the therapist while other group members observe. The focus is on the individual's immediate awareness, feelings, and behavioral patterns in the present moment. This intensive interaction allows the person to explore their problems deeply and gain self-insight, while the group setting provides a supportive and reflective environment for the individual's work.

46. (A) Both A and R are true and R is the correct explanation of A.
Family therapy operates on the systems theory principle, viewing the family as an interconnected unit where the actions of one member inevitably influence everyone else. Because of this interdependence, the focus of therapy is on

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the development of mental disorders. While this perspective emphasizes biological roots, it does not necessarily exclude environmental influences; rather, it highlights how biological vulnerabilities can make some individuals more susceptible to psychological distress when faced with various life stressors and environmental challenges.

90. (A) The therapist offers complete acceptance and valuing of the client as a person, without judgment.
Unconditional positive regard is a fundamental concept in Carl Rogers' person-centered therapy. it requires the therapist to maintain a consistently warm and accepting attitude toward the client, regardless of the client's past behaviors, current feelings, or expressed thoughts. This non-judgmental stance creates a safe therapeutic environment where the client feels valued and respected as a unique individual. By experiencing this total acceptance, the client is encouraged to explore their true self more deeply and pursue personal growth and self-actualization.

91. (D) (i), (ii), (iii), and (v)
Comprehensive evaluations of teacher effectiveness consider a wide range of professional and personal attributes. Key factors include pedagogical content knowledge, which is the ability to teach specific subjects effectively, and classroom management skills that ensure a productive learning environment. Additionally, the capacity to build positive student relationships and maintain enthusiasm and strong communication are vital. A teacher's personal political beliefs, however, are generally considered private and irrelevant to their professional effectiveness in facilitating student learning and academic achievement.

92. (B) The Activating event
In Albert Ellis's ABC model of Rational Emotive Behavior Therapy, the letter 'A' stands for the activating event. This refers to any external situation or internal thought that triggers a person's beliefs and subsequent emotional or behavioral responses. The model emphasizes that it is not the activating event itself that directly causes emotional distress, but rather the person's irrational beliefs about that event. Understanding the 'A' is the first step in identifying and challenging these problematic cognitive interpretations.

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93. (C) Perception (Hallucinations)
During a Mental Status Examination, clinicians assess a client's perceptual experiences to identify any abnormalities. If a person reports seeing, hearing, or feeling things that are not actually present in the external environment, these are documented as hallucinations. Hallucinations are sensory perceptions that occur without a stimulus and are a key indicator of certain psychological disorders. They are distinct from delusions, which are false beliefs, and fall under the broader category of perceptual functioning within the structured MSE framework.

94. (D) Performing Art Therapy
Performing Art Therapy utilizes expressive disciplines such as drama, music, and dance to facilitate personal growth and therapeutic change. Through techniques like role-play and improvisation, clients can explore complex emotions and interpersonal dynamics in a safe, creative space. This experiential approach encourages self-expression and can help individuals develop greater emotional awareness and social skills. The focus is on the therapeutic process and the insights gained through the performance-based activities, rather than on training individuals to become professional artists or performers.

95. (C) Statement I is false, but Statement II is true.
Teacher effectiveness is not an innate or unchangeable trait; rather, it is a professional capacity that can be developed and enhanced over time. Educators can significantly improve their teaching skills through continuous professional development, engaging in reflective practice, and seeking constructive feedback from peers and students. By actively working to refine their instructional strategies and classroom management techniques, teachers can become more effective in facilitating student learning and achievement, demonstrating that teaching excellence is a process of lifelong professional growth.

96. (B) Psychoanalytical theory
Psychoanalytical theory, pioneered by Sigmund Freud, is uniquely characterized by its heavy

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the essential role of social collaboration and the environment in shaping how individuals think and understand the world, a focus less prominent in Piaget's theory.

54. (B) "Want juice"
Telegraphic speech is a stage in language development where a child uses short, two-word sentences that focus on essential nouns and verbs, omitting less critical parts of speech like articles and prepositions. Phrases like "want juice" or "daddy go" are typical examples. This stage occurs after the production of single words and before the development of complex grammatical structures. It demonstrates the child's burgeoning ability to combine words to communicate specific meanings and desires effectively.

55. (B) P-3, Q-4, R-2, S-1
Different aspects of development are associated with specific core concepts. Social development is primarily about the process of socialization, while moral development involves reaching higher levels like the post-conventional stage. Emotional development is fundamentally linked to the quality of early attachment bonds with caregivers. Cognitive development involves mastering tasks like conservation, which is the understanding that quantity remains the same despite changes in appearance. These concepts provide a framework for understanding the diverse areas of human growth.

56. (A) Attachment styles
The 'Strange Situation' is a standardized observational procedure developed by Mary Ainsworth to assess the quality of the attachment bond between an infant and their caregiver. By observing the child's reaction to brief separations and reunions with the caregiver in an unfamiliar setting, researchers can identify different attachment styles, such as secure, avoidant, or resistant. This experiment has been foundational in understanding how early relationship experiences shape social and emotional development throughout the entire human lifespan.

57. (C) Generativity vs. Stagnation
In Erikson's psychosocial theory, middle adulthood is defined by the conflict of generativity versus stagnation. Generativity involves a desire to contribute to society and guide the next generation, often through parenting, work, or community involvement. Stagnation occurs when an individual feels unproductive or disconnected from others, leading to a sense of self-absorption. Successfully resolving this crisis results in the virtue of care, reflecting a person's commitment to the future and the well-being of the broader world.

58. (A) Enhancing life quality through health and social security.
Successful aging is a multidimensional concept that goes beyond the simple absence of disease. It involves maintaining a high level of physical and cognitive function, as well as staying actively engaged with life and social relationships. Providing adequate healthcare and social security systems supports these goals by ensuring that older adults have the resources and safety net needed to thrive. This proactive approach aims to enhance the overall quality of life and well-being during the later years.

59. (D) Diagnostic and Statistical Manual of Mental Disorders (DSM)
The Diagnostic and Statistical Manual of Mental Disorders is the authoritative classification system used by clinicians and researchers in the United States and much of the world. Published by the American Psychiatric Association, it provides standardized criteria and a common language for diagnosing mental health conditions. Periodic updates, such as the transition from DSM-IV to DSM-5, ensure that the manual reflects the most current scientific understanding of psychopathology and the diverse manifestations of psychological distress.

60. (B) Thought Process
During a Mental Status Examination, clinicians observe the way a person's thoughts are organized and expressed. "Pressured speech" involves talking rapidly and urgently, while "flight of ideas" refers to a rapid shifting from one topic to another with only loose associations. Both symptoms are characteristic of a disordered thought process, often seen in manic episodes. These observations are distinct from evaluating what the person is thinking about, which falls under the category of thought content.

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concerns deeply. After a period of exploration, summarizing the main points helps ensure a shared understanding of the issues. Finally, the session may move toward collaborative goal setting, which provides a clear direction for the therapy.

76. (B) Empathy
Empathy is a foundational counselling skill that involves the ability to understand and share the client's internal world from their own frame of reference. It requires the counsellor to set aside their own perspectives and judgments to truly perceive the client's feelings and meanings. By communicating this understanding, the counsellor helps the client feel validated and supported, which is essential for building a strong therapeutic alliance and facilitating the client's self-exploration and personal growth within the sessions.

77. (C) Person-centered Therapy - Socratic Questioning
Person-centered therapy is defined by core conditions like empathy and unconditional positive regard, rather than specific directive techniques. Socratic questioning is a hallmark of Cognitive Behavioral Therapy, where it is used to help clients logically examine and challenge their thought patterns. In contrast, behavior therapy uses token economies, psychoanalysis utilizes dream analysis, and Gestalt therapy employs the empty chair technique. Each of these pairings reflects the specific theoretical foundations and practical interventions characteristic of their respective therapeutic models.

78. (D) Gestalt therapy
Gestalt therapy is an experiential approach that places heavy emphasis on a client's immediate, "here and now" experience. The goal is to help individuals become fully aware of their current thoughts, feelings, and physical sensations as they occur during the session. By focusing on the present moment, clients can gain deeper insight into their behavioral patterns and resolve unfinished business from the past that continues to affect them. This awareness is considered the primary catalyst for personal integration and change.

79. (B) (i), (ii), and (iv)
Human development is a complex and lifelong process governed by several key principles. It is cumulative, meaning that earlier experiences and stages of growth build upon each other to shape later outcomes. Development is also a product of both biological maturation and environmental learning. Furthermore, it is multidirectional, involving both gains and losses in different areas over time. While there are general patterns, development is not uniform for everyone, as individual rates of growth can vary significantly due to unique factors.

80. (B) Psychoanalysis focuses on past unconscious conflicts, while behavior therapy focuses on current observable behavior.
A fundamental difference between psychoanalysis and behavior therapy lies in their primary focus and theoretical foundations. Psychoanalysis seeks to uncover and resolve deep-seated unconscious conflicts that are believed to originate in early childhood and drive current problems. In contrast, behavior therapy focuses on identifying and changing specific, observable maladaptive behaviors in the present using learning principles like conditioning. While one emphasizes internal insight into the past, the other prioritizes practical behavioral change and measurable outcomes in the client's current life.

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81. (B) P-4, Q-3, R-2, S-1
Different psychotherapeutic models are characterized by unique core principles and goals. Dialectical Behavior Therapy focuses on the synthesis of acceptance and change to help with emotional regulation. Acceptance and Commitment Therapy emphasizes accepting difficult feelings while committing to actions based on personal values. Mindfulness-Based Cognitive Therapy specifically aims to prevent depressive relapse through mindfulness practices. Positive Psychotherapy shifts the focus toward building individual character strengths and promoting overall well-being as a primary means of psychological improvement.

82. (A) A desire to uphold social rules and gain approval.
In Kohlberg's theory of moral development, the conventional level is marked by an individual's focus on social order and the expectations of

created by an individual during early childhood based on their interactions with caregivers. This script often dictates major life choices and patterns of behavior throughout adulthood. In therapy, the goal is to help the client become aware of their script and make conscious decisions to change unhelpful or self-limiting patterns, leading to greater autonomy.

69. (C) The focus is on the identified patient's individual psychopathology.
Family therapy is based on a systemic perspective that views the family as a single, interconnected emotional unit. Instead of focusing solely on the problems of one "identified patient," the therapist examines the patterns of communication and interaction that exist within the entire family system. The goal is to identify and change dysfunctional dynamics that contribute to the distress of individual members. This approach recognizes that the well-being of each person is deeply tied to the health of the family.

70. (B) Statement I is false, but Statement II is true.
In the counselling process, the termination phase is a critical and planned stage that marks the end of the therapeutic relationship. Abruptly ending therapy can be harmful and may lead to a sense of abandonment or lack of closure for the client. Instead, a well-managed termination involves reviewing the progress made, consolidating gains, planning for future challenges, and saying goodbye in a healthy and supportive manner. This process ensures that the client feels empowered and prepared to move forward.

71. (D) Inflexibility in teaching methods.
Effective teaching requires a diverse set of skills, including deep subject knowledge, strong classroom management, and high expectations for student success. A hallmark of an effective teacher is the ability to be flexible and adapt their instructional methods to meet the unique learning needs and styles of different students. Inflexibility, or a rigid adherence to a single teaching style, can hinder student engagement and learning, as it fails to account for the diversity present in any typical classroom environment.

72. (A) Maladaptive thought patterns and cognitive distortions.
From a cognitive perspective, psychopathology is understood as the result of faulty or biased thinking processes. These include maladaptive thought patterns, such as overgeneralization or catastrophic thinking, and persistent cognitive distortions that lead to emotional distress and dysfunctional behavior. Unlike biological or psychoanalytic views, the cognitive model emphasizes that our interpretations of events, rather than the events themselves, are the primary drivers of psychological problems. Therapeutic intervention focuses on identifying and restructuring these unhelpful cognitions to improve mental well-being.

73. (C) Phobias and anxiety disorders
Systematic desensitization is a behavior therapy technique specifically designed to treat phobias and other anxiety-related conditions. It involves teaching the client relaxation skills and then gradually exposing them to their feared object or situation in a hierarchical manner. By pairing relaxation with the anxiety-provoking stimulus, the individual learns to replace their fear response with a state of calm. This process of counterconditioning is highly effective for helping people overcome irrational fears and improve their daily functioning.

74. (A) Contact with the Present Moment
In Acceptance and Commitment Therapy, "Contact with the Present Moment" is a core process that involves bringing full, non-judgmental awareness to one's current experience. This mindfulness-based skill encourages individuals to engage with the here-and-now with openness and curiosity, rather than being lost in thoughts about the past or future. By staying present, people can better manage difficult emotions and make more conscious choices that align with their personal values, which is a key goal of this therapeutic approach.

75. (A) (iii), (ii), (iv), (i)
During an initial counselling session, the counsellor typically follows a logical sequence to establish a foundation for work. The process often begins with building rapport to create a sense of trust and safety. Next, the counsellor uses active listening to understand the client's

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103. (D) To help students make their own wise choices and adjustments.
The primary mission of school guidance is to empower students with the skills and knowledge they need to navigate their own developmental journey. Instead of solving problems for them or imposing specific paths, guidance aims to foster autonomy and self-awareness. By providing information and support, counselors help students make informed choices about their academic, vocational, and personal lives. This process encourages students to become more responsible for their own adjustments and future directions, promoting lifelong success and well-being.

104. (A) Questioning
Questioning is a vital technique in the counselling process that allows the therapist to gather information, clarify understanding, and encourage deeper self-reflection in the client. By using both open-ended and closed-ended questions, the counsellor can guide the exploration of the client's thoughts, feelings, and experiences. This technique helps to uncover underlying issues and promotes the collaborative nature of the therapeutic relationship. Effective questioning is essential for assessment, goal setting, and facilitating the client's journey toward greater self-awareness and change.

105. (C) A is true but R is false.
Educational achievement is a complex outcome that results from the interaction of cognitive abilities, emotional well-being, social relationships, and environmental supports. While innate intelligence is a relevant factor, it is certainly not the only determinant of academic success. Motivation, study habits, teaching quality, and a supportive home life also play critical roles. Therefore, the assertion that multiple factors contribute to achievement is accurate, while the reasoning that intelligence is the sole factor is an oversimplification that ignores extensive educational research.

106. (B) P-3, Q-4, R-1, S-2
Different therapeutic models utilize unique concepts to facilitate change. Cognitive defusion is a core process in Acceptance and Commitment Therapy, while the resolution of "unfinished business" is a hallmark of Gestalt therapy. Transactional Analysis focuses on an individual's "life position," such as the healthy state of "I'm OK, You're OK." Finally, free association is a foundational technique in psychoanalysis used to uncover unconscious material. These concepts represent the diverse theoretical frameworks and practical interventions found within the broad field of modern psychotherapy.

107. (D) Humanistic
The concept of self-actualization, which is the innate drive to reach one's full potential, is a central tenet of humanistic psychology. This school of thought emerged as a response to the more deterministic views of psychoanalysis and behaviorism, emphasizing human agency, freedom, and the capacity for personal growth. Humanistic principles have significantly influenced therapeutic approaches like Person-Centered Therapy, which prioritizes the client's internal resources and their strive toward fulfillment and meaningful existence within a supportive and empathic therapeutic relationship.

108. (B) Separation anxiety
Separation anxiety is a normal developmental milestone that typically appears in infants around eight months of age. It is characterized by distress and crying when the infant is separated from their primary caregiver, with whom they have formed a strong attachment. This reaction indicates that the child has developed a clear preference for specific individuals and is beginning to understand that their caregiver still exists even when they are out of sight, marking an important stage in emotional and cognitive growth.

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109. (C) (i), (ii), and (iii)
Behavior therapy is grounded in the scientific principles of classical and operant conditioning, focusing on the relationship between stimuli, behaviors, and their consequences. It prioritizes the modification of specific, observable, and measurable behaviors rather than seeking insight into unconscious conflicts. Treatment goals in behavior therapy are clearly defined, allowing for the systematic tracking of progress. Unlike psychoanalysis, this approach does not typically involve an extensive exploration of early childhood experiences, focusing instead

others. At this stage, morality is defined by following laws, fulfilling duties, and maintaining positive relationships within one's social group. People at this level believe that upholding social rules is necessary for society to function correctly and seek approval by being a "good" member of their community, rather than just acting out of self-interest.

83. (C) Conservation
Conservation is the cognitive understanding that certain properties of an object, such as its volume or mass, remain the same even when its physical appearance changes. In Piaget's theory, children in the preoperational stage often fail conservation tasks because they focus on only one dimension, like the height of the water in a glass, while ignoring others. Developing the ability to conserve is a key milestone that marks the transition into the concrete operational stage of cognitive development.

84. (A) Both A and R are true and R is the correct explanation of A.
Play therapy is widely recognized as a highly effective therapeutic approach for children because it utilizes their most natural form of communication. Children often lack the sophisticated verbal skills and abstract thinking required for traditional talk therapy. By using toys, games, and creative activities, they can express complex emotions, work through traumatic events, and practice social skills in a safe environment. The therapist observes the play to understand the child's internal world and facilitate healing through this expressive medium.

85. (C) Vocational guidance
Vocational guidance is a specialized area of counseling that focuses on helping individuals make informed decisions about their education and career paths. When a school counselor assists a student in choosing subjects that align with their future career goals, they are providing this type of support. This process involves assessing the student's interests, abilities, and aspirations to ensure that their current educational choices provide a solid foundation for their intended vocational journey, promoting long-term career satisfaction and success.

86. (B) Discontinuous development
Discontinuous development is the perspective that growth occurs in a series of distinct, qualitatively different stages. Each stage represents a major shift in how an individual thinks or behaves, much like a caterpillar transforming into a butterfly. This is in contrast to continuous development, which views growth as a gradual, cumulative process of building upon existing skills. Theories such as those proposed by Piaget and Erikson are examples of discontinuous models, as they emphasize specific developmental milestones and stages.

87. (D) Existential Therapy
Existential therapy is uniquely focused on helping individuals confront the fundamental "givens" of the human condition. When a client experiences profound anxiety about mortality and the lack of inherent meaning in life, an existential approach provides a framework for exploring these concerns. The therapist helps the client find personal meaning and take responsibility for their choices despite these inevitable realities. This therapy encourages authentic living and helps individuals navigate the existential crises that can arise from facing the limits of human existence.

88. (A) Positive Psychotherapy
The 'PERMA' model is a core theoretical framework in positive psychology and positive psychotherapy, developed by Martin Seligman. It identifies five essential elements of well-being: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. By focusing on these five pillars, the therapy aims to help individuals move beyond the mere absence of distress and toward a state of flourishing. This model provides a structured way for therapists to assess and enhance the diverse factors that contribute to a person's overall life satisfaction.

89. (B) Genetic factors, brain structures, and neurochemical functions can create predispositions for mental disorders.
From a biological perspective, psychopathology is understood through the lens of physical and physiological factors. Research indicates that genetic predispositions, specific brain structures, and the functioning of neurochemical systems, such as neurotransmitters, all play a role in

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the relationships and communication patterns between members rather than just the issues of a single person. By improving the way the family functions as a whole, therapists can help resolve conflicts and support the well-being of every individual within that system.

47. (A) Use drama, music, and dance to achieve therapeutic goals.
Performing Art Therapy integrates various creative disciplines, such as drama, music, and dance, to facilitate psychological healing and personal growth. The primary objective is to use these expressive mediums to help clients explore emotions, improve self-esteem, and develop better social skills. Unlike professional training in the arts, the emphasis is on the therapeutic benefits of the creative experience rather than performance quality. This approach allows individuals to communicate complex feelings through movement, sound, and enactments.

48. (B) Congruence
Congruence is a core condition for effective therapy, where the counsellor is genuine, authentic, and transparent in their interactions with the client. It means that the counsellor's internal feelings and external expressions are in harmony, without any professional facade. This honesty helps build a deep sense of trust and safety in the therapeutic relationship. When a counsellor is congruent, it encourages the client to be more open and honest about their own experiences, facilitating deeper self-exploration and growth.

49. (C) (i), (ii), and (iii)
Educational achievement is a multifaceted outcome influenced by various internal and external factors. The socio-economic status of a family often determines the resources available for learning, while a student's own motivation and belief in their abilities significantly drive academic effort. Furthermore, the quality of instruction and the overall school climate provide the necessary support for success. Physical appearance, however, is generally not considered a relevant factor in determining a student's actual cognitive abilities or academic performance.

NODIA

50. (A) Cephalocaudal
The cephalocaudal principle of development states that growth and motor control proceed from the head downward toward the feet. This pattern is easily observed in infants, who typically develop the ability to control their head and neck movements long before they can sit up, crawl, or walk. This downward progression reflects the biological maturation of the nervous system and musculature, ensuring that vital functions and sensory organs near the head are prioritized during early physical development.

51. (A) (ii), (iv), (iii), (i)
The history of psychological theory follows a distinct chronological order. Sigmund Freud established psychoanalysis in the late nineteenth and early twentieth centuries. Jean Piaget began publishing his influential work on cognitive development in the 1920s. B.F. Skinner became a prominent figure in the behaviorist movement with his work on operant conditioning in the 1930s and 1940s. Carl Rogers later introduced humanistic, person-centered therapy in the 1940s and 1950s, emphasizing the individual's inherent potential for personal growth.

52. (D) Accommodation
In Piaget's theory of cognitive development, accommodation is the process of adjusting or changing an existing mental schema to incorporate new information that does not fit into existing categories. This differs from assimilation, where new information is simply added to current schemas. Together, these processes help the individual maintain cognitive equilibrium and adapt to increasingly complex environments. Accommodation is essential for significant cognitive growth, as it allows for the creation of more sophisticated and accurate mental models of the world.

53. (C) Social interaction and culture
While Jean Piaget focused heavily on how children independently construct knowledge through developmental stages, Lev Vygotsky emphasized that cognitive development is deeply rooted in social and cultural contexts. Vygotsky argued that children learn through interactions with more knowledgeable others and that cultural tools, such as language, are fundamental to cognitive growth. This perspective highlights

emphasis on the unconscious mind and the profound impact of early childhood experiences on adult personality. It suggests that individuals are driven by primal instincts and repressed memories that they may not be consciously aware of. By exploring these unconscious depths through techniques like free association and dream analysis, the theory seeks to uncover the roots of psychological distress and behavioral patterns that were established during the formative years.

97. (B) CBT
The concept of 'cognitive distortions' is central to Cognitive Behavioral Therapy. These distortions are biased or irrational ways of thinking, such as catastrophizing or all-or-nothing thinking, that can lead to emotional distress and maladaptive behavior. In CBT, the therapist works collaboratively with the client to identify these unhelpful thought patterns and challenge their validity. By replacing distorted cognitions with more balanced and realistic perspectives, individuals can improve their mood and develop more effective ways of responding to life's challenges.

98. (A) (ii), (iii), (iv), (i)
The development of modern classification systems for mental disorders occurred over several decades. It began with the foundational work of Emil Kraepelin in the late nineteenth century. The American Psychiatric Association later published the first Diagnostic and Statistical Manual (DSM-I) in 1952. The International Classification of Diseases tenth edition (ICD-10) was released by the World Health Organization in the early 1990s. Most recently, the fifth edition of the DSM (DSM-5) was published in 2013, reflecting current psychiatric understanding.

99. (C) Acceptance and change
A fundamental principle of Dialectical Behavior Therapy is the synthesis of two seemingly opposing concepts: acceptance and change. This dialectical approach encourages clients to accept themselves and their current circumstances exactly as they are, while simultaneously committing to the hard work necessary for meaningful behavioral change. By balancing these two forces, individuals can learn to regulate intense emotions and improve their interpersonal relationships. This core philosophy helps patients build a "life worth living" through a practical and mindful integration of these perspectives.

100. (D) Complementary transaction
In Transactional Analysis, a complementary transaction occurs when the social stimulus and the response are aligned between specific ego-states. For example, if one person initiates a rational, Adult-to-Adult communication and the other person responds from their own Adult ego-state, the transaction is complementary. These types of interactions are generally straightforward and lead to effective communication. Understanding these patterns allows individuals to recognize how their choice of ego-state influences the quality and outcome of their social interactions with others in various settings.

101. (C) Development proceeds at a uniform rate for all individuals.
While human development follows a predictable and orderly sequence, it is not a uniform process that occurs at the same speed for everyone. Each individual progresses through developmental milestones at their own unique pace, influenced by a combination of genetic factors and environmental experiences. Other principles, such as development being cumulative, proceeding from general to specific responses, and being a product of both maturation and learning, are well-established concepts that describe the general nature of how humans grow and change.

102. (B) Family therapist
A family therapist utilizes a systems perspective to understand the dynamics and structure of a family unit. This approach involves examining the boundaries between family members, the various subsystems that exist, and the overall patterns of interaction that maintain the family's functioning. By helping the family understand how these structural elements contribute to their problems, the therapist can facilitate healthier communication and resolve conflicts. The focus is on changing the entire system rather than just treating an individual member.

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61. (B) (i), (ii), and (iv)
Human development is characterized by several fundamental principles. It is a continuous process that occurs throughout the lifespan and generally follows a predictable and orderly pattern across different individuals. Furthermore, development typically proceeds from general, global responses toward increasingly specific and refined actions. While everyone develops, they do so at their own unique rate, and growth is the result of a complex interaction between genetic inheritance and environmental experiences rather than being determined by just one factor.

62. (D) Cognitive Behavioral Therapy (CBT)
A core technique in Cognitive Behavioral Therapy is helping clients identify and examine the evidence for their negative or distorted thoughts. By asking for factual proof to support a belief like being a "complete failure," the therapist encourages the client to use logic and reality-testing to challenge their assumptions. This collaborative process helps individuals replace unhelpful cognitive patterns with more balanced and realistic perspectives, ultimately leading to improved emotional regulation and more adaptive behavioral responses.

63. (A) Token economy
A token economy is a behavior therapy technique based on the principles of operant conditioning. It involves rewarding desired behaviors with symbolic tokens, such as stickers or points, which can later be exchanged for tangible rewards or privileges. This system is often used in institutional settings or classrooms to reinforce positive social habits and encourage compliance with rules. By providing immediate and consistent reinforcement, a token economy helps individuals learn and maintain specific target behaviors in a structured environment.

64. (B) Both A and R are true but R is not the correct explanation of A.
Transactional Analysis theory posits that the human personality consists of three ego-states known as Parent, Adult, and Child. While it is true that dysfunctional behavior is often analyzed through 'crossed transactions'—where the communication between individuals is misaligned—this specific observation about transactions is an application of the theory rather than an explanation for why the three ego-states exist. Both statements are accurate within the framework of TA, but they represent different theoretical components of the overall model.

65. (B) To help clients practice new skills and apply cognitive and behavioral strategies in real-life situations.
Homework assignments are a vital component of Cognitive Behavioral Therapy because they extend learning beyond the therapy session. These tasks allow clients to practice the cognitive restructuring and behavioral techniques they have discussed in a controlled setting within their actual daily lives. By applying these new skills in real-world situations, individuals can reinforce their progress, gain confidence in their abilities, and achieve lasting changes in their thought patterns and behaviors, making the therapeutic process more effective.

66. (A) Extrinsic motivation
Motivation is considered extrinsic when an individual is driven to perform a task primarily to obtain an external reward or to satisfy the expectations of others. In this case, the student is studying not for the inherent love of the subject, but to gain parental approval and high grades. While extrinsic factors can be powerful motivators, they differ from intrinsic motivation, where the activity itself is personally rewarding. Understanding these different drives is essential for supporting student engagement.

67. (C) Maintaining professional boundaries.
Maintaining professional boundaries is a critical skill for an effective counsellor. It ensures that the relationship remains focused on the client's needs and prevents the development of inappropriate or confusing dynamics. While empathy is important, it must be balanced with professional distance to allow the counsellor to remain objective and helpful. Avoiding the sharing of personal problems and refraining from giving direct advice also helps empower the client to make their own decisions within a safe, structured therapeutic environment.

68. (D) Transactional Analysis
The concept of 'life scripts' is a cornerstone of Transactional Analysis, a theory developed by Eric Berne. It refers to an unconscious life plan

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on providing practical tools to address current behavioral challenges.

110. (D) To provide a supportive environment characterized by empathy, congruence, and unconditional positive regard.
In Person-Centered Therapy, the therapist's role is not to be a directive expert or an interpreter of the unconscious. Instead, the therapist acts as a facilitator of change by establishing three core therapeutic conditions: empathy, congruence, and unconditional positive regard. By providing a safe and supportive environment where the client feels truly heard and accepted without judgment, the therapist allows the client's natural drive for self-growth and healing to emerge, empowering them to find their own solutions.

111. (A) The scientific study of mental and behavioral disorders.
Psychopathology is the formal and scientific discipline dedicated to the study of mental health conditions. It encompasses research into the causes, development, and manifestations of various psychological and behavioral disorders. Professionals in this field utilize standardized diagnostic criteria to identify abnormal patterns of thought and feeling that cause significant distress or impairment. By understanding the underlying mechanisms of these disorders, researchers and clinicians can develop more effective prevention strategies and therapeutic interventions for individuals struggling with mental illness.

112. (B) Provide a safe space and assess safety risks.
When a student reports being a victim of bullying, the immediate priority for a counsellor is to ensure the student's well-being and safety. Providing a safe, non-judgmental space allows the student to express their feelings and feel supported. The counsellor must then conduct a thorough assessment of any potential safety risks, including physical harm or severe emotional distress. This initial step is essential before deciding on further actions, such as contacting parents or developing a long-term plan to address the bullying.

113. (A) Both Statement I and Statement II are true.
Lawrence Kohlberg's theory proposes that moral development progresses through a fixed and universal sequence of stages. Each stage represents a qualitatively different way of reasoning about ethical dilemmas. However, it is also true that in real-life situations, an individual's moral reasoning can be inconsistent. Factors such as the specific context, personal involvement, and emotional state can influence which level of reasoning a person applies at any given time, demonstrating that moral maturity involves both developmental potential and situational application.

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114. (A) The combination of a consonant and a vowel sound (e.g., 'ma-ma', 'da-da').
The babbling stage is a significant milestone in early language development, occurring around six months of age. It involves the spontaneous production of various consonant-vowel combinations, such as "ba-ba" or "ma-ma." While these sounds may resemble actual words, they are initially produced without any specific meaning. Babbling allows infants to experiment with vocalizations and practice the sounds necessary for later speech. It is a universal stage of development that provides the foundation for the eventual acquisition of meaningful words and complex sentences.

115. (C) Self-efficacy
Self-efficacy is an individual's belief in their own capability to execute the actions required to achieve specific performance goals. In an educational context, a student's self-efficacy significantly influences their achievement, as those with high beliefs in their abilities are more likely to persist through challenges and invest more effort in their studies. While external factors like socio-economic status and parental education are important, the internal psychological state of self-efficacy acts as a powerful driver of academic motivation and success.

116. (D) Zone of proximal development
Jean Piaget's theory of cognitive development consists of four distinct stages: sensorimotor, preoperational, concrete operational, and formal operational. These stages describe how children's thinking becomes increasingly complex and logical as they mature. The Zone of Proximal Development is not part of Piaget's model; rather, it is a key concept in Lev Vygotsky's socio-cultural theory of learning. Vygotsky's concept

of responding to life's challenges in their daily experiences.

157. (C) Concrete Operational
In Piaget's theory of cognitive development, the concrete operational stage occurs approximately between the ages of 7 and 11. During this time, children become capable of logical thinking about concrete, physical events and objects. They can master tasks like conservation and categorization. However, they still have difficulty with abstract concepts and hypothetical reasoning, which do not fully develop until the subsequent formal operational stage. This stage represents a significant advance in logical thinking while still being limited by the need for concrete, tangible information to process.

158. (D) Imposing the counsellor's values on the client.
The goals of counselling are focused on empowering the client and facilitating positive change in their lives. This includes helping them develop better coping skills, enhancing their decision-making abilities, and promoting personal growth. It is fundamentally against the ethical principles of counselling for a therapist to impose their own values or beliefs on a client. Instead, the counsellor provides a non-judgmental and supportive environment that encourages the client to explore their own values and make choices that are right for them, fostering autonomy and self-determination.

159. (A) The structure, roles, and resources dedicated to providing guidance services.
The organizational set up of a school guidance program refers to the formal structure and administrative arrangements that support the delivery of guidance services. This includes identifying the specific roles and responsibilities of counselors, teachers, and administrators, as well as providing the necessary resources, such as office space and budget. A well-organized guidance program is systematically integrated into the school's overall mission and ensures that students have consistent access to professional support. This structure is essential for providing effective and comprehensive guidance and counselling to the entire student population.

160. (B) Person-centered and Existential
Both Person-Centered and Existential therapies are rooted in a humanistic philosophy that emphasizes the individual's inherent potential for growth, freedom of choice, and personal responsibility. Person-Centered therapy focuses on creating a supportive environment that allows the client's natural drive for self-actualization to flourish. Existential therapy focuses on helping clients confront the "givens" of existence and make authentic choices in a world without inherent meaning. These approaches prioritize the client's subjective experience and their capacity to determine their own destiny, making them distinct from more directive or deterministic therapeutic models.

161. (B) Environmental
When educational achievement is explained by factors such as the home environment and parental support, the focus is on environmental influences. This perspective recognizes that a student's academic success is not just a matter of their innate abilities, but is also shaped by the social and physical context in which they live and learn. A stable and supportive environment provides the necessary foundation for learning, while a chaotic or unsupportive one can significantly hinder a student's progress. Understanding these environmental factors is crucial for providing effective educational interventions and support.

162. (B) Statement I is false, but Statement II is true.
While a deep understanding of the subject matter is a necessary foundation for effective teaching, it is not sufficient on its own. Truly effective teachers also possess a wide range of other professional and personal skills. These include pedagogical knowledge, classroom management abilities, and the capacity for empathy and building positive relationships with students. By combining their subject expertise with these other skills, teachers can create a supportive and engaging learning environment that facilitates the success of all students, demonstrating that teaching is a complex and multifaceted professional practice.

163. (C) Play Therapy
Puppetry is a versatile and creative tool commonly used in play therapy, particularly with younger children. Through the use of puppets, children

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communication and resolve recurring conflicts, they are applying the principles of family and relationship therapy. This approach recognizes that individual problems are often embedded in the larger context of interpersonal relationships. By addressing the dynamics of the couple's interaction, the therapy helps to build a more supportive and harmonious partnership for both individuals.

124. (A) Both A and R are true and R is the correct explanation of A.
Confidentiality is an essential ethical principle in counselling that ensures a client's personal information is kept private. It serves as the foundation of the therapeutic relationship by creating a safe environment where clients feel comfortable being completely open and honest. Without the assurance of confidentiality, clients might withhold important information due to fear of judgment or negative consequences. By building trust, confidentiality allows the counsellor and client to work together more effectively to address the client's concerns and achieve their therapeutic goals.

125. (C) Gestalt Therapy
Gestalt therapy is a holistic and experiential approach that emphasizes the integration of an individual's mind, body, and emotions into a unified whole. It encourages clients to become fully aware of their present-moment experiences and take responsibility for their lives. By focusing on the "here and now," Gestalt therapy helps individuals resolve unfinished business from the past and achieve greater self-integration. This focus on wholeness and immediate awareness is what distinguishes it from more purely cognitive or behavioral therapeutic models.

126. (D) Cooperative learning activities and scaffolding.
Lev Vygotsky's theory of cognitive development emphasizes the critical role of social interaction and culture in learning. In a school setting, this theory is applied through cooperative learning activities where students work together and learn from each other. Scaffolding is another key application, where the teacher provides temporary support that is gradually withdrawn as the student becomes more competent. These techniques recognize that children can achieve more when they are guided by a more knowledgeable other within their zone of proximal development.

127. (A) Kohlberg - Moral Development
Lawrence Kohlberg is the theorist most famously associated with the study of moral development, proposing a sequence of stages through which individuals progress in their ethical reasoning. Other pairings in the options are incorrect based on the primary focus of the theorists' work. Jean Piaget is renowned for his stages of cognitive development, while Sigmund Freud focused on psychosexual development and Erik Erikson developed a theory of psychosocial development. Understanding these specific associations is essential for correctly identifying the major frameworks in developmental psychology.

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128. (B) Free Association
Dialectical Behavior Therapy includes a structured skills training component that covers four key modules: mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance. These modules provide practical tools for managing intense emotions and improving relationships. Free association is a technique from psychoanalysis, not DBT. By focusing on these four specific skill areas, DBT helps individuals who struggle with chronic emotional dysregulation and interpersonal conflict to build a more stable and meaningful life, making it a highly effective intervention for various complex psychological issues.

129. (A) (i), (ii), (iv), and (v)
Dialectical Behavior Therapy was specifically developed to treat chronically suicidal individuals and those with borderline personality disorder. It centers on the dialectic of balancing acceptance and change. DBT incorporates mindfulness as a core component and views problematic behaviors as learned, albeit maladaptive, ways of coping with intense emotional pain. It is a highly structured, cognitive-behavioral approach rather than a long-term, insight-oriented psychoanalytic therapy. These characteristics make DBT a unique and effective treatment for individuals with severe emotional regulation difficulties and complex clinical presentations.

the therapist works with the client to identify and challenge these distorted cognitions. By replacing the cognitive triad with more balanced and realistic thoughts, individuals can significantly improve their emotional state and develop more effective ways of coping with their life circumstances.

144. (B) Creating a classroom that fosters curiosity.
Applying motivation theory in a school setting involves creating an environment that encourages students to engage actively in the learning process. A classroom that fosters curiosity taps into students' intrinsic motivation by making the material interesting and personally relevant. This approach encourages students to explore, ask questions, and take ownership of their learning. By focusing on curiosity rather than just external rewards or punishments, teachers can promote deeper understanding and a lifelong love of learning, which are essential for long-term academic success and personal growth for all students.

145. (B) Biology and environment
The "nature vs. nurture" debate is a fundamental question in developmental psychology that explores the relative influence of biological factors and environmental experiences on human growth. "Nature" refers to our genetic inheritance and biological maturation, while "nurture" encompasses all the external influences we encounter, such as family, culture, and education. Modern psychologists generally agree that development is the result of a complex and ongoing interaction between these two forces, rather than being determined solely by one or the other throughout an individual's entire life.

146. (A) Behavior Therapy (Systematic Desensitization)
Systematic desensitization is a highly effective behavioral technique for treating specific phobias, such as an irrational fear of spiders. The process involves teaching the client relaxation techniques and then gradually exposing them to their feared object in a structured and controlled manner. By repeatedly pairing the feared stimulus with a state of relaxation, the person learns to unlearn their anxiety response. This systematic approach allows individuals to slowly build their tolerance and eventually overcome their phobia, leading to improved daily functioning and emotional well-being.

147. (C) Ability to think abstractly and hypothetically
The formal operational stage is the final stage in Jean Piaget's theory of cognitive development, typically beginning in early adolescence. It is characterized by the emergence of the ability to think abstractly and use hypothetical-deductive reasoning. Individuals at this stage can solve complex, symbolic problems and think about future possibilities and ethical dilemmas. This shift from concrete to abstract thought allows for more sophisticated scientific and mathematical reasoning, marking a major milestone in cognitive maturation and the development of higher-level problem-solving skills throughout the lifespan.

148. (B) Statement I is false, but Statement II is true.
A fundamental goal of the counselling process is to empower the client to become more self-aware and capable of making their own informed decisions. The counsellor does not solve the client's problems or tell them what to do. Instead, the counsellor provides a supportive environment and uses specific skills to help the client explore their options and understand the consequences of their choices. This focus on autonomy and self-determination is essential for fostering lasting personal growth and helping the client develop better coping and decision-making skills for the future.

149. (C) Transactional Analysis
The concepts of 'games' and 'scripts' are central to Transactional Analysis, a therapeutic approach developed by Eric Berne. 'Games' refer to repetitive, often unconscious, social interactions that have a hidden agenda and lead to predictable, usually negative, outcomes. 'Scripts' are life plans formed in early childhood that dictate an individual's major life choices. In TA therapy, the goal is to help clients become aware of these patterns and make conscious decisions to change them, leading to more authentic and productive ways of interacting with others and themselves.

150. (B) Change the dysfunctional patterns of interaction within the family system.
Family therapy is based on a systemic perspective that views the family as an interconnected unit

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more sophisticated and mature forms of verbal communication.

137. (C) Providing clear instructions and constructive feedback.
Providing clear instructions and constructive feedback are essential components of effective teaching that directly contribute to student learning and achievement. When teachers communicate their expectations clearly, students are better able to focus their efforts and understand the material. Constructive feedback helps students identify their strengths and areas for improvement, guiding their future learning. These practices foster a supportive and productive classroom environment where all students have the opportunity to succeed, reflecting the teacher's ability to facilitate positive educational outcomes for their students.

138. (A) Gestalt Therapy
A central focus of Gestalt therapy is identifying and resolving "unfinished business" from the past that continues to affect a person's functioning in the present. Unfinished business refers to unexpressed feelings and unresolved conflicts that linger in the person's awareness. Through experiential techniques like the empty chair, the therapist helps the client bring these past issues into the present moment so they can be fully experienced and resolved. This process of completion and integration is considered essential for personal growth and emotional well-being in the Gestalt approach.

139. (C) A is true but R is false.
Developmental psychology views human growth as a lifelong process that continues from conception until death. While childhood and adolescence are periods of rapid and significant change, development does not stop in adulthood. Individuals continue to grow, adapt, and experience transitions throughout their entire lives, including in their career, relationships, and cognitive abilities. The idea that personality is fixed after adolescence is an outdated perspective that has been replaced by more modern theories emphasizing the ongoing nature of development and the capacity for change at any age.

140. (B) Paraphrasing
Paraphrasing is an essential counselling skill that involves the counsellor restating the client's message in their own words. The goal is to capture the core essence of what the client has said to demonstrate understanding and encourage further exploration. By paraphrasing, the counsellor shows that they are listening attentively and helps the client hear their own thoughts more clearly. This technique is used to build rapport, clarify information, and ensure that both the counsellor and the client have a shared understanding of the issues being discussed.

141. (C) (i), (ii), and (iii)
Positive Psychotherapy, developed by Martin Seligman, is an approach that focuses on building an individual's strengths and promoting overall well-being. It aims to reduce psychological symptoms by emphasizing positive emotions, engagement, and meaningful activities. While it is particularly effective for enhancing happiness in those without clinical disorders, it is also used as a treatment for diagnosed mental illnesses. By cultivating positive psychological resources, individuals can become more resilient and better equipped to manage life's challenges, making it a valuable addition to traditional therapeutic models.

142. (D) Conventional
At the conventional level of moral development, an individual's reasoning is based on conforming to the norms and expectations of their social group. Justifying cheating by saying "everyone else does it" is a classic example of this type of thinking, as it reflects a desire to align one's behavior with perceived societal standards. At this stage, morality is defined by following rules and being seen as a "good" person by others. The individual prioritizes social order and acceptance over their own internalized ethical principles or self-interest.

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143. (A) Depression
Aaron Beck's cognitive theory of depression focuses on the "cognitive triad," which consists of a person's persistent negative thoughts about themselves, their world, and their future. This negative pattern of thinking contributes to the low mood, hopelessness, and lack of motivation characteristic of depression. In cognitive therapy,

effective ways of behaving, directly addressing the source of their psychological problems within this cognitive framework.

170. (A) Understanding of their own illness and situation.
In a Mental Status Examination, 'insight' refers to the degree to which a client understands their own mental health condition and the need for treatment. This includes their awareness of their symptoms, the impact of their behavior on others, and the underlying causes of their distress. Insight is a critical factor in a person's willingness to engage in therapy and follow treatment recommendations. Evaluating insight provides clinicians with valuable information about the client's current mental state and their potential for making meaningful and lasting changes in their life through the therapeutic process.

171. (D) Group guidance
A school workshop on stress management for an entire grade level is a perfect example of group guidance. This type of service is proactive and developmental, aiming to provide a large number of students with essential life skills and information. By addressing common challenges like exam stress in a group setting, schools can efficiently support the well-being and academic success of many students simultaneously. Group guidance also allows for peer interaction and shared learning, fostering a sense of community and providing students with practical tools to navigate their developmental journey more effectively.

172. (B) Preoperational stage
The preoperational stage is the second stage in Jean Piaget's theory of cognitive development, typically occurring from ages 2 to 7. During this time, children begin to use language and mental imagery to represent the world. They develop a burgeoning ability for symbolic play and can think about things that are not currently present. While their thinking is still characterized by egocentrism and a focus on one dimension of a problem, the development of these symbolic representations marks a major advance in their cognitive abilities and their overall understanding of their environment.

173. (C) To provide a common language for clinicians and researchers.
Classification systems like the DSM and ICD are essential tools in psychopathology because they provide a standardized set of criteria and a common language for diagnosing and describing mental disorders. This allows clinicians to communicate effectively about their patients and ensures that researchers are studying clearly defined and consistent groups of conditions. While these systems do not dictate a single treatment or provide definitive causes, they are vital for ensuring the reliability and validity of clinical work and scientific research within the field of mental health across different professional and geographical settings.

174. (D) The 'Miracle Question'
The 'Miracle Question' is a specific therapeutic technique used in Solution-Focused Brief Therapy. It involves asking the client to imagine that a miracle occurred overnight and their problem was solved, then describing what would be different. This technique helps clients to identify their goals and visualize a positive future. While skills like empathy, genuineness, and active listening are foundational to any therapeutic relationship, a technique like the Miracle Question is a more specific intervention used to achieve a particular therapeutic outcome during the course of a session or overall treatment plan.

175. (A) Voluntary mutual withdrawal between individuals and society.
The Disengagement Theory of aging, proposed in the mid-twentieth century, suggests that successful aging involves a natural and voluntary process of mutual withdrawal between the older individual and society. According to this theory, this withdrawal is beneficial for both the person, who can then focus on their own internal life, and for society, which can function more efficiently as younger people take over roles. While this theory was later challenged by more active and engaged perspectives on aging, it remains an important historical concept in the study of human development and the later years.

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where the behavior of one member affects all others. The primary goal of this therapy is to identify and change dysfunctional patterns of interaction and communication within the family system. Rather than focusing solely on an individual's problems, the therapist works with the entire family to improve their relationships and resolve conflicts. By creating a more supportive and healthy family environment, the therapy promotes the well-being of all its members.

151. (D) (i), (ii), (iii), (iv), and (v)
Psychopathology is a complex phenomenon influenced by a wide range of factors. These include genetic vulnerabilities and biological predispositions, as well as environmental influences such as dysfunctional family dynamics and socio-cultural pressures. Furthermore, psychological factors like maladaptive learning and cognitive biases also play significant roles in the development of mental health disorders. A comprehensive understanding of psychopathology requires considering the ongoing interaction between these diverse biological, psychological, and social factors throughout an individual's life, as no single factor can fully explain the emergence of mental illness.

152. (A) Identify the specific guidance and counselling needs of the student population.
A 'needs assessment' is a systematic process used in school guidance to gather information about the specific needs and concerns of the student body. This may involve surveys, interviews, and analyzing school data. The information collected helps the guidance department to develop relevant programs and services that address the actual challenges faced by students, such as academic stress, career planning, or social-emotional issues. By conducting a needs assessment, schools can ensure that their guidance resources are used effectively to support the development of all students.

153. (C) An inevitable part of the human condition that can be a catalyst for growth.
Existential therapy views anxiety not as a symptom to be eliminated, but as an inherent part of the human experience that arises from facing the "givens" of life, such as mortality and freedom. This type of anxiety is seen as a sign that the individual is confronting the reality of their existence. When managed effectively, existential anxiety can be a powerful catalyst for personal growth and authentic living. The therapist helps the client use this anxiety to gain deeper insight into their lives and make more meaningful choices.

154. (A) P-3, Q-4, R-1, S-2
Erik Erikson's theory of psychosocial development consists of eight stages, each occurring within an approximate age range. The stage of Trust vs. Mistrust occurs during the first year of life. Identity vs. Role Confusion is the primary task of adolescence, from ages 12 to 18. Industry vs. Inferiority takes place during the school years, from ages 6 to 12. Generativity vs. Stagnation is the focus of middle adulthood, between the ages of 40 and 65. Understanding these stages provides a comprehensive framework for lifelong developmental growth.

155. (D) A is false but R is true.
The Mental Status Examination is not a static assessment; rather, it provides a "snapshot" of a person's psychological functioning at a specific point in time. Because a client's mental state can fluctuate significantly over time, and even during a single interview, clinicians may need to conduct multiple MSEs to get a complete picture. The MSE assesses various domains like appearance, mood, and cognition, which are all subject to change. This dynamic nature of mental status is why the MSE is considered a valuable, but time-limited, clinical tool.

156. (B) Intentionally paying attention to the present moment without judgment.
Mindfulness is a central practice in several modern therapies, including Mindfulness-Based Cognitive Therapy and Dialectical Behavior Therapy. It involves intentionally focusing one's attention on the present-moment experience, including thoughts, feelings, and physical sensations, with an attitude of openness and non-judgment. By learning to observe their internal experiences without reacting to them, individuals can develop greater emotional regulation and reduce their psychological distress. Mindfulness helps people become more aware of their habitual thought patterns and choose more adaptive ways

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emphasizes the importance of social interaction and guidance, whereas Piaget's stages focus more on the internal, biological maturation of cognitive structures within the individual child.

117. (C) Disputing irrational beliefs
Rational Emotive Behavior Therapy is based on the idea that emotional distress is largely caused by irrational and self-defeating beliefs. A primary technique used by REBT therapists is actively disputing these irrational thoughts by questioning their logic and evidence. By helping clients identify their "musts," "shoulds," and "oughts," the therapist encourages them to replace these rigid beliefs with more rational and flexible ones. This cognitive restructuring process directly addresses the source of psychological pain and helps individuals develop more healthy emotional and behavioral responses.

118. (B) Old age is exclusively a period of decline and withdrawal.
The concept of successful aging challenges the traditional and negative stereotype that later life is solely characterized by physical and mental decline and social withdrawal. Instead, it promotes a more positive view of aging as a time of continued growth, engagement, and well-being. By highlighting that older adults can maintain high levels of functioning and remain active members of society, successful aging encourages individuals and communities to focus on the opportunities for fulfillment and contribution that exist throughout the entire human lifespan.

119. (D) (i), (ii), and (iii), and (iv)
Human development is a multidimensional process that encompasses several interconnected domains. Cognitive development involves changes in thinking and problem-solving, while social development focuses on relationships and interactions with others. Emotional development pertains to the understanding and regulation of feelings, and moral development concerns the acquisition of ethical principles and reasoning. All four aspects are considered essential components of a person's overall growth and are studied by developmental psychologists to provide a comprehensive understanding of how individuals change over time.

120. (A) The observable, moment-to-moment expression of emotion.
In clinical assessments like the Mental Status Examination, 'affect' refers to the immediate and observable expression of a person's emotions. This includes their facial expressions, tone of voice, and body language during the interview. Affect is distinct from 'mood,' which is the more sustained and internal emotional state reported by the client. Observing affect allows the clinician to determine if the client's emotional expression is appropriate to their situation and consistent with their reported mood, providing valuable diagnostic information.

121. (C) REBT focuses more on a philosophical change and unconditional self-acceptance.
While both Cognitive Behavioral Therapy and Rational Emotive Behavior Therapy address the link between thoughts and emotions, REBT has a stronger emphasis on philosophical change. REBT, developed by Albert Ellis, explicitly targets the rigid "musts" and "shoulds" that lead to distress and promotes unconditional self-acceptance as a core therapeutic goal. CBT, often associated with Aaron Beck, tends to focus more specifically on identifying and testing the evidence for distorted automatic thoughts across various clinical conditions, such as depression and anxiety.

122. (C) (ii), (iii), (iv), and (i)
The development of modern psychotherapies followed a chronological sequence. Psychoanalysis, established by Freud, was the first major school of therapy. Person-Centered Therapy, founded by Carl Rogers, emerged as a humanistic response in the mid-twentieth century. Behavior Therapy, based on learning principles, became prominent around the same time. Finally, Acceptance and Commitment Therapy is part of the "third wave" of cognitive-behavioral therapies that developed more recently, incorporating mindfulness and value-based strategies into the traditional behavioral framework established by earlier pioneers.

123. (D) Family therapy
Family therapy focuses on the family as an emotional unit and aims to change dysfunctional patterns of interaction within the system. When a therapist works with a couple to improve their

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can project their feelings and act out complex or difficult situations in a safe and imaginative way. The puppet serves as a medium through which the child can express emotions that they might find hard to verbalize directly. This experiential technique allows the therapist to observe the child's internal world and facilitate healing and personal growth through the natural and engaging process of creative play.

164. (D) Guidance is preventive and developmental, often done in groups, while counselling is more remedial and personal.
In a school context, guidance and counselling serve different but complementary roles. Guidance is generally a preventive and developmental process designed for all students, often delivered through group workshops and classroom activities focusing on academic and career planning. Counselling, on the other hand, is a more personal and remedial process intended for students experiencing specific emotional or behavioral difficulties. It typically involves one-on-one sessions with a trained professional to provide deeper psychological support. Understanding this distinction helps schools provide a comprehensive range of services to meet the diverse needs of their students.

165. (C) Piaget
The concept of "schemas" is a central component of Jean Piaget's theory of cognitive development. Schemas are mental frameworks or structures that individuals use to organize and interpret information about the world. As children grow and have new experiences, they continuously develop and refine their schemas through the processes of assimilation and accommodation. This ongoing process allows them to create increasingly complex and accurate understandings of their environment. Piaget's focus on schemas highlights the active role that children play in constructing their own cognitive development through maturation and interaction.

166. (B) (i), (iii), and (iv)
Acceptance and Commitment Therapy is a form of cognitive-behavioral therapy that focuses on increasing psychological flexibility. ACT helps clients clarify their deeply held personal values and encourages them to take committed action in those directions. A key goal of ACT is to help individuals become more present and mindful, rather than "fusing" with or being controlled by their thoughts. By accepting their internal experiences and staying focused on their values, clients can lead more meaningful and fulfilling lives, even in the presence of difficult thoughts and emotions.

167. (D) Development is reversible.
Human development is governed by several core principles, including that it is a lifelong, continuous, and predictable process. It is also highly individualized, meaning that everyone grows at their own unique pace. One thing that development is NOT is reversible. Once a developmental stage or milestone has been reached, the individual does not typically return to a previous state of functioning. While certain skills can decline due to aging or illness, the overall process of human growth and change moves forward throughout the entire lifespan in a cumulative and irreversible manner.

168. (A) Congruence
Congruence is a fundamental concept in Carl Rogers' person-centered therapy, referring to the therapist's ability to be genuine, open, and transparent in the therapeutic relationship. It means that the therapist's internal feelings and external expressions are in harmony, without any professional mask or facade. This authenticity helps to build a deep sense of trust and safety for the client, which is essential for facilitating their self-exploration and personal growth. When a therapist is congruent, it encourages the client to be more honest and open about their own experiences within the sessions.

169. (A) Both A and R are true and R is the correct explanation of A.
Rational Emotive Behavior Therapy is based on the idea that our emotional responses are driven by our beliefs about events, rather than the events themselves. When we hold irrational and self-defeating beliefs, we experience emotional distress. A core therapeutic strategy in REBT is to help clients identify these unhelpful thoughts and actively dispute them using logic and evidence. By replacing irrational beliefs with more rational and flexible ones, individuals can develop healthier emotional reactions and more

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130. (A) Cognition
In a Mental Status Examination, assessing a client's orientation to person, place, and time is a fundamental part of evaluating their cognitive functioning. This assessment determines if the individual is aware of who they are, where they are, and the current date and time. Orientation is a basic cognitive skill that can be impaired by various neurological or psychological conditions. It provides essential information about the person's level of consciousness and their ability to process and maintain basic information about their current environment.

131. (A) P-4, Q-2, R-1, S-3
Key figures in psychology are linked to the specific therapeutic approaches they developed or advanced. Aaron Beck is the founder of Cognitive Therapy, while Fritz Perls is the primary figure in Gestalt Therapy. Carl Rogers established Person-Centered Therapy, emphasizing the importance of the therapeutic relationship. Marsha Linehan developed Dialectical Behavior Therapy, particularly for treating borderline personality disorder. These individuals have made foundational contributions to the field of psychotherapy, each offering a unique theoretical perspective and a set of practical techniques for addressing psychological distress.

132. (D) Art Therapy
Art therapy is a therapeutic modality that utilizes various creative art forms, such as drawing, painting, and sculpting, as a means of symbolic communication and self-expression. It provides a way for individuals to explore and express complex emotions that might be difficult to verbalize. The therapist facilitates the creative process, helping the client gain insight and achieve personal growth. Art therapy is used with people of all ages to improve mental health, manage stress, and enhance emotional well-being through the transformative power of the creative arts.

133. (B) Statement I is true, but Statement II is false.
In psychoanalysis, resistance refers to any behavior or thought that hinders the progress of therapy by keeping repressed material from reaching conscious awareness. It is viewed as an unconscious defense mechanism. Contrary to being ignored, resistance is considered a crucial area of exploration in psychoanalytic work. By identifying and analyzing the sources of resistance, the therapist and client can uncover deep-seated conflicts and achieve significant therapeutic breakthroughs. Understanding resistance is essential for moving the therapy forward and helping the client gain meaningful insight.

134. (B) The cumulative record card
A cumulative record card is a vital tool in school guidance programs that provides a comprehensive and ongoing record of a student's academic progress, attendance, health, and personal development over several years. This systematic collection of information allows counselors and teachers to understand each student's unique background and growth patterns. It is used to identify students' needs, track their progress toward goals, and make informed decisions about appropriate guidance and educational interventions, making it a primary technique for supporting individual student success within the school setting.

135. (D) REBT
Rational Emotive Behavior Therapy is founded on the core assumption that psychological problems are primarily driven by irrational and self-defeating beliefs. These beliefs often involve rigid "musts," "shoulds," and "oughts" that individuals apply to themselves and others. The goal of REBT is to help clients identify, challenge, and replace these irrational thoughts with more rational and flexible ones. By changing the way they think about themselves and their experiences, individuals can significantly reduce their emotional distress and develop more adaptive ways of behaving in various life situations.

136. (A) A single word used to express a complete thought.
A holophrase is a single word that an infant or young child uses to communicate a complex idea or request. For example, a child saying "milk" might mean "I want a glass of milk." This stage typically occurs early in language development, before the child begins to combine words into sentences. The use of holophrases demonstrates the child's burgeoning ability to use language symbolically to represent objects and needs, marking an important step toward

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176. (B) Id - The primitive, instinctual part of the mind.
In psychoanalytic theory, the personality is composed of three parts: the id, the ego, and the superego. The id is the most primitive part, containing our basic instincts and operating on the pleasure principle. The ego is the rational, reality-testing part that mediates between the id and the world. The superego is the moral component, representing internalized social and parental standards. Correctly identifying these parts and their functions is essential for understanding Freud's overall model of the human mind and the dynamic interplay between different aspects of our personality and unconscious drives.

177. (B) Maintaining social, physical, and mental activity.
The 'Activity Theory' of aging proposes that successful aging is best achieved by remaining as active and engaged as possible during the later years. This theory suggests that older adults who maintain their middle-age social roles, physical health, and mental stimulation will experience greater life satisfaction and overall well-being. Unlike disengagement theory, activity theory emphasizes that staying involved in the world is the key to healthy aging. This perspective encourages individuals to continue pursuing their interests and social connections throughout their entire lives, promoting a more positive and productive experience of old age.

178. (A) CBT or Behavior Therapy
Cognitive Behavioral Therapy and Behavior Therapy are characterized by their use of structured and active techniques to facilitate change. Role-playing and modeling allow clients to practice new behaviors in a safe environment, while homework assignments encourage them to apply these skills in their real-life situations. These therapies focus on the present and are goal-oriented, aiming to provide clients with practical tools to manage their thoughts and behaviors effectively. This active and collaborative approach is what distinguishes these models from more purely insight-oriented or non-directive forms of psychotherapy in clinical practice today.

179. (C) (i), (iii), and (iv)
Transactional Analysis is a therapeutic approach built on several key concepts. These include the three ego states—Parent, Adult, and Child—that categorize our patterns of thought and behavior. Life scripts are unconscious plans formed in childhood that direct our lives, and psychological games are repetitive social interactions with hidden agendas. While unconditional positive regard and self-actualization are important concepts in humanistic psychology, they are not core components of Berne's TA model. Understanding these specific terms is essential for correctly identifying the theoretical foundation and practical applications of Transactional Analysis in modern clinical settings.

180. (B) P-3, Q-4, R-1, S-2
Human development is categorized into several distinct but interconnected domains. Social development involves learning how to navigate the social world, while language development is the process of acquiring the ability to communicate through symbols. Moral development is the process of acquiring and applying ethical rules and reasoning. Emotional development pertains to the understanding and regulation of one's own and others' feelings. These different aspects of growth are studied together to provide a comprehensive understanding of how individuals change and mature throughout the entire human lifespan from infancy through adulthood.

181. (C) Take responsibility for their own lives and experiences in the present moment.
A core assumption of Gestalt therapy is that individuals are capable of and must take full responsibility for their own thoughts, feelings, and actions. The therapist works with the client to increase their immediate awareness of their "here and now" experience. By focusing on the present moment and integrating fragmented parts of their personality, individuals can achieve greater wholeness and autonomy. This focus on personal responsibility and immediate awareness is what distinguishes Gestalt therapy from more directive models where the therapist acts as an expert or a guide for the client's change process.

182. (B) They will likely persist longer on challenging problems and seek deeper understanding.
Intrinsic motivation is the internal drive to perform a task for its own sake, because it is inherently interesting or enjoyable. When

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a student is intrinsically motivated to learn mathematics, they are more likely to engage deeply with the subject matter and persist when faced with difficult problems. This type of motivation is associated with higher levels of academic achievement and a more positive attitude toward learning. By fostering intrinsic motivation, teachers can encourage students to become more independent and lifelong learners, promoting long-term success both inside and outside the classroom environment.

183. (A) Both Statement I and Statement II are true.
While the counselling process is often described as having a sequence of distinct stages, such as relationship building, assessment, and intervention, this is a simplified model. In actual practice, these stages are fluid and often overlap. For example, building rapport continues throughout the entire therapeutic relationship, and assessment can occur at any time. Understanding both the structured model and the flexible reality of the counselling process is essential for being an effective and responsive therapist who can meet the unique and changing needs of each individual client throughout their treatment journey.

184. (A) Performing Art Therapy
Performing Art Therapy integrates various expressive disciplines, such as dance, drama, and music, as therapeutic tools for promoting emotional, physical, and cognitive well-being. Using movement and dance as a psychotherapeutic tool allows individuals to express and work through their feelings in a non-verbal and experiential way. This approach recognizes the deep connection between the mind and the body. The therapist facilitates the creative process, helping the client gain insight and personal growth through the transformative power of the performing arts within a supportive and structured therapeutic environment and overall treatment plan.

185. (A) Both A and R are true and R is the correct explanation of A.
Jean Piaget's theory of cognitive development highlights the strong link between a child's thinking and their language development. The emergence of symbolic thought in the preoperational stage, where a child can use one thing to represent another, is a prerequisite for the acquisition of language. Once a child can think symbolically, they can begin to use words to represent objects, people, and ideas. This cognitive milestone allows for a major expansion in their ability to communicate and understand their world, marking a crucial step in their overall maturation and developmental progress in early childhood.

186. (A) Analysis of transference
Analysis of transference is a primary technique used in psychoanalysis to explore a client's unconscious patterns of relationship. Behavior therapy, however, is based on the principles of learning and conditioning and uses techniques like systematic desensitization, token economies, and aversion therapy to modify observable behaviors. These behavioral interventions are highly structured and goal-oriented, focusing on the client's current actions and the environmental factors that maintain them. Correctly distinguishing between these different theoretical models and their characteristic techniques is essential for understanding the diverse landscape of modern psychological interventions and clinical practices.

187. (D) Delusion
In the context of a Mental Status Examination, a 'delusion' is a fixed, false belief that is resistant to logical reasoning and contrary evidence. Delusions are considered an abnormality of thought content and are a key symptom of several serious psychological disorders, such as schizophrenia. They are distinct from hallucinations, which are perceptual experiences without a stimulus. Identifying and describing delusions is an important part of the MSE, providing clinicians with vital diagnostic information about the client's current mental state and their level of contact with reality within a structured clinical assessment.

188. (B) A teaching method where support is gradually withdrawn as the learner becomes more competent.
Scaffolding is a teaching technique based on Lev Vygotsky's socio-cultural theory of learning. It involves a teacher or more knowledgeable peer providing temporary support that helps a student to master a task that is just beyond their current

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independent ability. As the student's competence and confidence increase, the support is gradually withdrawn until they can perform the task on their own. This process allows students to achieve higher levels of learning within their zone of proximal development, promoting cognitive growth and independence through a supportive and collaborative learning experience.

189. (C) Confrontation
Confrontation is a counselling skill used to highlight inconsistencies or contradictions in a client's thoughts, feelings, or behaviors. When a counsellor points out the discrepancy between a client's stated desire to be more assertive and their actual avoidance behavior, they are using this technique. The goal is to help the client become more aware of these contradictions and explore their underlying causes. When used effectively within a supportive relationship, confrontation can be a powerful tool for promoting self-reflection, personal growth, and more authentic ways of living for the client.

190. (D) Anyone who experiences sadness or anxiety has a psychopathological condition.
Psychopathology involves patterns of thought, feeling, and behavior that are maladaptive and cause significant distress or impairment. It is important to distinguish between these clinical conditions and the normal range of human emotions. Experiencing occasional sadness or anxiety in response to life's challenges is a common and healthy part of being human. A psychological condition is only considered psychopathological when the symptoms are persistent, severe, and interfere significantly with an individual's daily functioning. Understanding this distinction is essential for providing appropriate support and avoiding the over-pathologizing of normal human experiences and emotional reactions.

191. (A) Focuses on building strengths and resources as a primary way to buffer against and treat problems.
Positive Psychotherapy represents a shift in focus from traditional models that primarily aim to reduce negative symptoms and address character deficits. Instead, this approach emphasizes the identification and cultivation of an individual's character strengths and psychological resources. By building these positive assets, the therapy seeks to not only treat existing problems but also to promote overall well-being and provide a buffer against future mental health challenges. This proactive and strength-based approach encourages individuals to flourish and lead more meaningful and fulfilling lives, regardless of their past experiences.

192. (B) (i), (iii), and (iv)
Cognitive-behavioral therapies are a group of therapeutic approaches that focus on the link between thoughts, feelings, and behaviors. This group includes Rational Emotive Behavior Therapy, Dialectical Behavior Therapy, and Mindfulness-Based Cognitive Therapy. These models are all characterized by their structured, present-focused, and goal-oriented approach. Psychoanalysis and Person-Centered therapy, however, are based on different theoretical frameworks—one focusing on the unconscious mind and early childhood, and the other on the client's inherent capacity for self-growth and the importance of the therapeutic relationship, making them distinct from the cognitive-behavioral tradition in clinical practice today.

193. (B) A child's inability to see a situation from another person's point of view.
Egocentrism is a key characteristic of cognitive thinking in the preoperational stage of Piaget's theory, typically occurring from ages 2 to 7. It refers to a child's developmental inability to understand that other people have perspectives, thoughts, and feelings that are different from their own. This is not the same as being selfish; rather, the child simply assumes that everyone else sees the world exactly as they do. As children mature and move into the concrete operational stage, they gradually overcome egocentrism and develop the ability to see things from multiple points of view.

194. (A) The student's emotional and mental well-being.
When a student shows a sudden decline in academic performance and signs of social withdrawal, it is a significant concern that requires immediate attention. These symptoms, along with reported feelings of worthlessness and low energy, are classic indicators of a possible emotional or mental health issue, such as depression. A school counsellor's first and most

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230. (B) Early experiences can have a lasting impact on later development.
A fundamental and well-established principle of developmental psychology is that the experiences an individual has during their early years, particularly in infancy and childhood, can have a profound and lasting impact on their later growth and functioning. These early experiences help to shape brain development, relationship patterns, and emotional regulation skills, providing the foundation for future health and well-being. This perspective highlights the importance of early intervention and support in promoting positive developmental outcomes. While development is a lifelong process, the formative years are particularly critical for setting an individual on a healthy and productive trajectory for the rest of their lives in various social and environmental contexts.

231. (D) The release of strong, repressed emotions.
In a therapeutic context, 'catharsis' refers to the powerful process of releasing and expressing strong, often repressed, emotions that have been previously held inside. This emotional release can lead to a sense of relief and greater psychological clarity for the client. The concept was first popularized in early psychoanalysis, but it is now recognized as a valuable component of many different therapeutic approaches. By allowing themselves to fully experience and express these intense feelings in a safe and supportive environment, clients can gain deeper insight into their emotional life and move forward in their journey of healing and personal integration within their ongoing therapy.

232. (A) REBT
In Rational Emotive Behavior Therapy, emotional distress is largely attributed to rigid and self-defeating "irrational beliefs" that individuals apply to themselves and others. These beliefs often take the form of absolute demands, such as "musts," "shoulds," and "oughts." The goal of REBT is to help clients identify these unhelpful thought patterns and actively dispute them using logic and evidence. By replacing these rigid demands with more rational and flexible preferences, individuals can reduce their emotional distress and develop more adaptive and healthy ways of responding to life's challenges. This cognitive restructuring is the primary mechanism of change in Albert Ellis's influential approach to modern psychotherapy today.

233. (C) Reflection of feeling
Reflection of feeling is a core counselling skill where the therapist identifies and articulates the emotional state expressed by the client. By saying something like "It sounds like you're feeling very worried...", the counsellor demonstrates empathy and shows that they are listening at a deep and meaningful level. This technique helps the client feel understood and validated, which is essential for building a strong therapeutic alliance. It also encourages the client to explore their emotions further and gain greater clarity about their internal world. Reflection of feeling is a vital tool for establishing a supportive and non-judgmental environment that facilitates self-discovery and growth for the client throughout their treatment.

234. (A) The school counsellor
Within the organizational structure of a school's guidance program, the school counsellor is the central and specialized professional responsible for providing direct counselling and guidance services to students. They possess the specific training and expertise needed to support students with their personal, social, academic, and career concerns. While teachers and administrators also play important roles in student support, the counsellor is the primary point of contact for individual and group sessions and for coordinating broader guidance initiatives. The presence of a dedicated and trained counsellor ensures that the services provided are professional, confidential, and systematically integrated into the school's mission to promote student success and well-being throughout their entire educational journey.

235. (D) The range of tasks a child can perform with the help of a more skilled partner.
The 'zone of proximal development' is a central concept in Lev Vygotsky's socio-cultural theory of cognitive development. It refers to the range of tasks that are just beyond a child's current independent ability but that they can successfully master with the help and guidance of a "more knowledgeable other," such as a teacher or more skilled peer. The ZPD highlights the essential

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developmental journey from infancy through adulthood.

201. (B) P-2, Q-4, R-1, S-3
Key psychological concepts describe different aspects of a person's development. Object permanence is the understanding that objects continue to exist even when they are out of sight. Conservation is the realization that quantity remains the same despite changes in physical appearance. Egocentrism refers to the developmental inability to see things from another person's point of view. Attachment is the strong emotional bond that forms between an infant and their primary caregiver. Understanding these concepts is essential for describing the milestones of cognitive, social, and emotional growth throughout the early years of human development.

202. (A) Development is static and unchangeable after adolescence.
Human development is defined by several core principles that highlight its dynamic and ongoing nature. It is a lifelong process that continues from conception until death, encompassing all stages of life, including adulthood and old age. Development is also multidimensional, involving physical, cognitive, and social-emotional changes, and multidirectional, with both gains and losses occurring over time. Furthermore, it is influenced by multiple, interacting forces, including biological maturation and environmental experiences. The idea that development is static after adolescence is an outdated and incorrect perspective in modern developmental psychology.

203. (D) Dialectical Behavior Therapy (DBT)
Dialectical Behavior Therapy is a highly effective and evidence-based treatment for individuals who struggle with severe emotional dysregulation and self-harming behaviors. Originally developed for borderline personality disorder, DBT focuses on teaching clients practical skills in four areas: mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. By learning to manage intense emotions and develop healthier ways of coping with distress, clients can build a more stable and meaningful life. DBT's emphasis on both acceptance and change makes it uniquely suited for addressing the complex needs of those with chronic and severe psychological difficulties.

204. (B) (i), (iii), and (iv)
The professional counselling process is a collaborative and empowering relationship designed to help diverse individuals achieve their goals. It requires the counsellor to utilize a wide range of essential skills, including active listening, empathy, and building a strong therapeutic alliance. Goal-setting is a vital part of this process and should be done collaboratively between the counsellor and the client to ensure that the goals are relevant and achievable. Unlike a set of rigid and unchangeable steps, the counselling process is fluid and responsive to the unique and changing needs of each individual client throughout their treatment.

205. (A) Both A and R are true and R is the correct explanation of A.
Gestalt therapy is an experiential and holistic approach that aims to help individuals integrate fragmented parts of their personality into a unified whole. A central part of this work is resolving "unfinished business"—past unresolved issues that continue to affect the person in the present. Techniques like the 'empty chair' are used to help clients become aware of these internal conflicts and express their feelings in the present moment. By achieving greater self-awareness and integration, individuals can lead more authentic and fulfilling lives, directly addressing the core goals of the Gestalt approach within a supportive and mindful therapeutic relationship.

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206. (D) Their success is a result of their own effort and abilities.
'Locus of control' is a psychological concept that refers to an individual's belief about the extent to which they can control the outcomes in their life. A student with an internal locus of control believes that their success or failure in school is primarily the result of their own efforts, abilities, and choices. This perspective is associated with higher levels of motivation, persistence, and academic achievement. In contrast, those with an external locus of control believe that their outcomes are determined by luck, fate, or the actions of others, which can often lead to a sense of helplessness and lower achievement in various settings.

207. (A) Psychoanalysis
"Third-wave" cognitive-behavioral therapies are a group of modern therapeutic approaches that have expanded upon traditional CBT by incorporating mindfulness, acceptance, and value-based strategies. This group includes Acceptance and Commitment Therapy, Dialectical Behavior Therapy, and Mindfulness-Based Cognitive Therapy. Psychoanalysis, however, is a much older and very different therapeutic model that focuses on the unconscious mind and early childhood experiences. While third-wave therapies emphasize psychological flexibility and present-moment awareness, psychoanalysis is characterized by its long-term, insight-oriented exploration of the unconscious, making it distinct from this more recent development in the cognitive-behavioral tradition of modern clinical practice.

208. (B) Center to extremities.
The 'proximodistal' principle of development describes the pattern of physical growth and motor control that proceeds from the center of the body outward toward the extremities. This means that the trunk and internal organs develop and gain function before the limbs, and the upper arms and legs before the hands and feet. This principle is clearly visible in infants, who can control their torso and shoulders long before they can master the precise movements of their fingers. Understanding this and other developmental patterns provides a framework for tracking and understanding normal physical growth and maturation throughout childhood.

209. (B) Make sound, responsible decisions.
In a Mental Status Examination, 'judgment' refers to the client's capacity to evaluate situations and make sound, responsible decisions. This includes their ability to understand the consequences of their actions and to act in a way that is safe and appropriate for their circumstances. Assessing judgment is a critical part of the MSE, as it provides clinicians with valuable information about the client's current mental state and their ability to function independently in their daily life. Impaired judgment can be a sign of several psychological or neurological conditions and is an important consideration for treatment planning and safety assessments.

210. (A) "Can you tell me more about what happened?"
An open-ended question is a powerful counselling technique that encourages the client to provide more detailed and descriptive information about their thoughts, feelings, and experiences. These questions cannot be answered with a simple "yes" or "no" and instead invite the client to share their own unique perspective. By using open-ended questions, the counsellor can foster a deeper exploration of the issues and encourage the client to take an active role in the therapeutic process. This technique is essential for gathering information, clarifying understanding, and building a strong and collaborative therapeutic relationship between the counsellor and the client.

211. (B) (ii), (iii), and (iv)
Effective counselling requires the development and application of a wide range of essential professional skills. These include active listening, showing empathy, and maintaining strict confidentiality to build a safe and trusting therapeutic relationship. It is also vital for the counsellor to avoid imposing their own values on the client or giving unsolicited advice. Instead, the counsellor's role is to empower the client to explore their own concerns and make their own informed decisions. By utilizing these core skills, the counsellor can provide a supportive and non-judgmental environment that facilitates the client's self-discovery and personal growth throughout their treatment journey.

212. (B) Statement I is false, but Statement II is true.
Art therapy is a therapeutic modality that utilizes the creative process of making art as a primary tool for emotional expression and psychological healing. Contrary to common misconceptions, art therapy does not require the client to have any artistic talent or skill. The value lies in the process of creation itself and the insights gained through the symbolic expression of thoughts and feelings. The therapist facilitates the experience, helping the client to explore and understand their work in a safe and supportive environment. This approach is accessible to everyone and provides a powerful alternative to purely verbal forms of communication in therapy.

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213. (C) Solution-Focused Brief Therapy
The 'miracle question' is a hallmark technique used in Solution-Focused Brief Therapy. By asking the client to imagine a positive future where their problem is miraculously solved, the therapist helps them to identify their goals and focus on potential solutions rather than just the problem itself. This forward-looking approach encourages the client to visualize their life as they want it to be and to identify the small steps they can take to move toward that goal. Solution-Focused Brief Therapy is a highly practical and goal-oriented approach that empowers clients to use their own resources and strengths to create positive change.

214. (B) Neurotransmitter imbalances
From a biological perspective, psychopathology is understood as being caused by physical and physiological factors. This includes genetic predispositions and abnormalities in brain structure or function. A key biological cause is the imbalance of neurotransmitters, which are the chemical messengers in the brain that regulate mood, thought, and behavior. By understanding these biological roots, researchers and clinicians can develop effective pharmacological treatments and other biological interventions for various mental health disorders. While other perspectives focus on psychological or social factors, the biological perspective provides a vital and scientific understanding of the physiological basis of mental illness and psychological distress throughout the entire human lifespan.

215. (D) Self-actualization
Self-actualization is a core concept in humanistic psychology, referring to the innate human drive to reach one's full potential and achieve self-fulfillment. This idea, popularized by theorists like Abraham Maslow and Carl Rogers, suggests that individuals are motivated by more than just basic needs and are constantly striving to grow and improve. Self-actualization involves becoming more authentic, creative, and purposeful in one's life. This focus on the individual's inherent capacity for growth and self-determination is what distinguishes humanistic psychology from more deterministic views and has significantly influenced therapeutic approaches that prioritize the client's internal resources and their strive toward personal excellence.

216. (A) Social Learning Theory
Social Learning Theory, developed by Albert Bandura, emphasizes that people can learn new behaviors and information through observation and imitation of others. When a student learns by watching a teacher's demonstration, they are engaging in observational learning. This process involves attention, retention, reproduction, and motivation. Unlike pure behaviorism, social learning theory also recognizes the importance of cognitive processes in learning. By observing a model, individuals can acquire complex skills and social behaviors without having to experience direct reinforcement or punishment, making it a highly effective and efficient form of learning that occurs throughout the entire lifespan in various social and educational settings.

217. (C) Adolescence
In the developmental sequence of cognitive growth, abstract reasoning and hypothetical thinking typically emerge during adolescence. According to Jean Piaget's theory, this marks the transition into the formal operational stage, which begins around age 12. Prior to this, in the concrete operational stage of late childhood, children's logic is primarily tied to tangible and physical events. The shift to abstract thought allowed for more sophisticated problem-solving, scientific reasoning, and the ability to consider future possibilities and complex ethical dilemmas. This major cognitive milestone is a key part of the maturation process and the development of higher-level thinking skills in the human lifespan.

218. (A) Prevent relapse of depression.
Mindfulness-Based Cognitive Therapy is a structured and evidence-based intervention specifically designed to help individuals who have suffered from recurrent depression. Its primary goal is to prevent the relapse of depressive episodes by teaching participants mindfulness skills and cognitive techniques. MBCT helps individuals to become more aware of the early warning signs of depression and to relate to their negative thoughts and feelings in a more detached and non-judgmental way. By developing greater psychological resilience

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important step should be to explore the student's well-being and assess any potential safety risks. While academic and career factors are relevant, they are secondary to ensuring that the student receives the necessary support and intervention for their emotional distress.

195. (C) Statement I is false, but Statement II is true.
Person-Centered therapy is a non-directive and relatively unstructured approach that prioritizes the quality of the therapeutic relationship. The therapist's primary role is not to lead or direct the client, but to create the necessary conditions for the client to explore their own experiences and pursue personal growth. By providing empathy, unconditional positive regard, and congruence, the therapist helps the client feel safe and supported. This supportive environment is what allows the client to access their own internal resources for healing and self-actualization, making it a highly client-centered and empowering form of psychotherapy.

196. (D) Identity vs. Role Confusion
According to Erik Erikson's theory of psychosocial development, the central challenge of adolescence is to resolve the crisis of identity versus role confusion. During this time, young people explore different roles, values, and beliefs to develop a stable and coherent sense of self. Successfully navigating this stage results in a clear identity and a sense of direction for the future. Failure to do so can lead to confusion about one's role in society and a lack of purpose. This identity search is a crucial part of the transition from childhood into adulthood throughout the human lifespan.

197. (C) "I feel hurt when I am not included in the plans."
An "I-statement" is a powerful communication tool used in interpersonal effectiveness to express one's feelings and needs without blaming or attacking others. By focusing on their own internal experience and the specific behavior that triggered it, the person can communicate clearly and effectively. Phrases like "I feel hurt..." are classic examples of this technique. Using I-statements helps to reduce defensiveness in others and encourages more open and honest communication, which is essential for building and maintaining healthy relationships in both personal and professional settings throughout an individual's life.

198. (B) Existential Therapy
Existential therapy is the most appropriate approach for clients who are struggling with deep-seated concerns about the human condition. This includes exploring the search for personal meaning and confronting inevitable anxieties related to death, isolation, and freedom. The therapist helps the client to face these realities and take full responsibility for making authentic choices in their lives. By focusing on these fundamental existential concerns, individuals can find greater purpose and direction, even when faced with the inherent challenges and limits of being human in an often uncertain and unpredictable world.

199. (D) Plan and oversee the implementation of the school's guidance program.
A school guidance committee plays a critical administrative and planning role in ensuring the success of a school's guidance services. Its primary function is to provide leadership and oversight for the development and implementation of a comprehensive guidance program. This involves assessing the needs of the student population, setting goals, and allocating resources effectively. By coordinating the efforts of counselors, teachers, and administrators, the committee ensures that the program is systematically integrated into the school's mission and provides consistent and professional support for the overall development and success of all students.

200. (A) Behavioristic theory
Behavioristic theory views human development as primarily a result of learning through environmental experiences. This includes classical conditioning, where an individual learns to associate two stimuli, and operant conditioning, where behavior is shaped by its consequences, such as reinforcement and punishment. From this perspective, an individual's personality and behavior patterns are seen as a collection of learned responses. By focusing on observable behaviors and the environmental factors that influence them, behaviorism provides a scientific and practical framework for understanding and modifying human actions throughout the entire

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Guidance also helps students with personal and social adjustments, career exploration, and the development of essential life skills. By addressing these diverse needs, school guidance programs empower students to navigate their developmental journey more effectively and achieve their full potential in both their academic and personal lives throughout their school years.

225. (B) Unconditional Positive Regard
Unconditional positive regard is a fundamental concept in Carl Rogers' person-centered therapy, referring to the therapist's complete acceptance and valuing of the client as a unique individual, regardless of what they say or do. This non-judgmental and warm attitude creates a safe and supportive therapeutic environment where the client feels truly respected and understood. By experiencing this unconditional acceptance, the client is encouraged to explore their thoughts and feelings more deeply and to pursue personal growth and self-actualization. This core therapeutic condition is essential for building a strong and effective relationship and is a primary agent of change in this humanistic approach to psychotherapy in modern clinical practice.

226. (B) P-3, Q-2, R-1, S-4
Different psychotherapeutic models are characterized by their unique central focus and theoretical foundations. Psychoanalysis seeks to uncover and resolve deep-seated unconscious conflicts from the past. Behavior therapy focuses on modifying specific, observable, and maladaptive behaviors using learning principles. Existential therapy is focused on helping clients confront the "givens" of existence, such as freedom and meaning. Family therapy focuses on altering dysfunctional patterns of interaction within the family system. Understanding these diverse focuses is essential for choosing the most appropriate therapeutic approach to address an individual's unique psychological needs and goals in any clinical or educational setting throughout their development.

227. (C) Seeing thoughts as just thoughts, rather than objective truths or commands to be obeyed.
Cognitive defusion is a core process in Acceptance and Commitment Therapy that involves learning to see one's thoughts as merely passing mental events, rather than as objective truths that must be believed or obeyed. The goal of defusion is to create a sense of distance from one's thoughts, which reduces their power to dictate emotions and behaviors. Instead of trying to change the content of thoughts, ACT helps clients to "defuse" from them and stay focused on their personal values and committed actions. This process is essential for developing greater psychological flexibility and leading a more meaningful and fulfilling life, even in the presence of difficult and unpleasant internal experiences.

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228. (A) (i), (ii), and (iii)
Human development is organized into several distinct stages that represent significant periods of change and growth throughout the lifespan. These stages follow a predictable chronological sequence and include infancy, childhood, adolescence, and adulthood. Each stage is characterized by specific developmental tasks and milestones in physical, cognitive, and social-emotional areas. Successful aging is a concept related to later life, and psychoanalysis is a field of psychological study and therapy. Understanding these stages is essential for describing and understanding how individuals mature and adapt over time from birth through their older years, providing a comprehensive framework for lifelong growth and development in developmental psychology.

229. (B) Both Statement I and Statement II are false.
There is a common and important distinction between major developmental theories and their founders. The psychoanalytical theory of development was pioneered by Sigmund Freud and focuses on the role of the unconscious and early childhood experiences. The cognitive theory of development, which describes how children's thinking becomes more complex over time, was proposed by Jean Piaget. Correctly identifying these theories and their founders is essential for understanding the different frameworks used to explain human growth and change. Misidentifying these foundational concepts can lead to confusion and inaccurate understandings of the major models that shape modern developmental psychology and the various fields that apply these theories today.

and emotional regulation, individuals can break the cycle of negative thinking that often leads to a depressive relapse, promoting more lasting mental well-being and life satisfaction throughout their entire journey.

219. (A) Both A and R are true and R is the correct explanation of A.
Research consistently shows that teacher effectiveness is one of the most significant school-based factors influencing student learning and academic achievement. Effective teachers possess a wide range of skills, including subject expertise, strong pedagogical knowledge, and the capacity to build positive and supportive relationships with their students. By creating an engaging and well-managed learning environment, using diverse instructional strategies, and fostering student motivation, effective teachers can have a profound and lasting impact on their students' academic and personal success. This directly demonstrates the critical role that teaching quality plays in facilitating positive educational outcomes for all students within a supportive and well-structured school environment.

220. (B) The psychic energy of the life instincts.
In Sigmund Freud's psychoanalytic theory, 'libido' refers to the fundamental psychic energy derived from the life instincts, particularly the sexual drive. It is seen as a primary force that motivates a wide range of human behaviors and emotions. Freud believed that this energy could be channeled into different activities and that its management and expression were central to the development of personality and the experience of psychological distress. While the concept of libido was initially focused on sexual energy, it was later expanded to encompass a more general life energy that drives our search for pleasure and fulfillment throughout the entire human lifespan.

221. (C) Psychopathology
Human development is organized into several distinct stages that follow a predictable chronological sequence throughout the lifespan. These include infancy, childhood, adolescence, and adulthood. Each of these stages is characterized by specific physical, cognitive, and social-emotional milestones. Psychopathology, on the other hand, refers to the study of mental and behavioral disorders. While psychological disorders can certainly occur during any stage of development, psychopathology itself is not a developmental stage, but rather a field of scientific study and a term used to describe patterns of maladaptive functioning that deviate from the normal and healthy developmental trajectory of human growth.

222. (D) Family Therapy
A genogram is a visual and structured tool used in family therapy to map out family relationships, patterns, and history across multiple generations. It goes beyond a simple family tree by including information about the quality of relationships, major life events, and hereditary patterns of illness or behavior. Genograms are used by family therapists to help families understand how their past and current dynamics are interconnected and to identify repetitive patterns that may be contributing to their current problems. By visualizing these complex family systems, the therapist and the family can work together to create healthier ways of interacting and resolve long-standing conflicts.

223. (A) Cognitive Behavioral Therapy
CBT stands for Cognitive Behavioral Therapy, a highly effective and widely used form of psychotherapy. It is based on the principle that our thoughts, feelings, and behaviors are all interconnected, and that by changing our unhelpful thinking patterns, we can improve our emotional state and our actions. CBT is a structured, goal-oriented, and present-focused approach that provides clients with practical tools to manage their psychological distress. It is used to treat a wide range of conditions, including depression, anxiety, and phobias, and is characteristically active and collaborative, involving both the therapist and the client in the work of making positive and lasting changes.

224. (B) To help students with academic planning and subject selection.
A primary need for guidance in schools is to provide students with the information and support they need to make informed decisions about their educational and career paths. This includes assisting them with academic planning and subject selection to ensure that their choices provide a solid foundation for their future goals.

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role of social interaction and "scaffolding" in learning. By focusing instruction within this zone, educators can provide the most effective and supportive learning experiences, promoting cognitive growth and helping children to achieve higher levels of understanding through a collaborative and developmentally appropriate process.

236. (D) A false but R is true.
In the systems perspective of family therapy, problems are not attributed to a single individual, even if one person is identified as the patient. Instead, the symptoms of the identified individual are viewed as a manifestation of the dysfunction within the entire family unit. This approach emphasizes the interconnectedness of family members and the patterns of interaction that maintain specific behavioral issues across the system. Therefore, the assertion that the identified patient is the sole source of problems is inaccurate in this model, while the reasoning that symptoms express broader systemic dysfunction is a core and defining tenet of the family therapy perspective.

237. (C) Create distinct categories of disorders based on shared symptoms.
The primary aim of classification in psychopathology is to organize the vast range of mental health symptoms and behaviors into distinct and recognizable categories of disorders. By using standardized criteria, systems like the DSM and ICD provide a common language and a reliable framework for diagnosing conditions. This organization is essential for effective clinical practice, ensuring that patients receive appropriate and consistent care. It also facilitates scientific research by providing clear and consistent groups of disorders for study. While classification does not offer a cure or a complete explanation for every individual's experience, it is a vital and foundational process for the systematic study and treatment of mental illness worldwide.

238. (D) Solving an algebra problem
Sensory-motor skills involve the coordination of sensory perceptions with physical actions and are a key focus of development during infancy and early childhood. Examples include basic reflexes and motor skills such as grasping objects, crawling, and sucking. These skills provide the foundation for more complex and sophisticated forms of learning. Solving an algebra problem, however, is a high-level cognitive skill that requires abstract thought and symbolic reasoning, which do not fully develop until the formal operational stage in adolescence. Correctly distinguishing between these different types of developmental milestones is essential for understanding the predictable and orderly sequence of human cognitive and physical maturation throughout the entire lifespan from birth onwards.

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239. (A) Active Listening
Active listening is the most fundamental and essential skill in the entire counselling process, serving as the foundation upon which all other therapeutic skills are built. It involves paying full and non-judgmental attention to the client's verbal and non-verbal messages to understand their experience deeply and accurately. By demonstrating active listening, the counsellor builds rapport, establishes trust, and creates a safe environment that encourages the client's self-exploration. This skill is critical for accurately assessing the client's needs, identifying goals, and facilitating the collaborative work of therapy. Without effective active listening, it is difficult to build a strong therapeutic alliance and achieve the meaningful goals of the counselling process for any individual client.

240. (D) (i), (ii), (iii), and (v)
The counselling process utilizes a wide range of specific and professional techniques to facilitate exploration and promote positive change for the client. These include questioning and probing to gather information, reflecting and paraphrasing to demonstrate understanding, and summarizing to consolidate learning and ensure a shared understanding of the issues. Challenging and confronting inconsistencies in the client's thoughts or behaviors can also be powerful tools for promoting deeper insight. However, it is fundamentally against the goals and ethics of counselling for a therapist to make decisions for the client. Instead, the focus remains on empowering the client to become more self-aware and capable of making their own informed choices within a supportive and collaborative therapeutic relationship.

285. (C) Acceptance and Commitment Therapy
Psychological flexibility is the cornerstone of Acceptance and Commitment Therapy. It involves the ability to remain present and open to internal experiences, such as difficult thoughts or feelings, without being overwhelmed by them. At the same time, it requires the individual to stay committed to behaviors that are consistent with their core values, regardless of the internal challenges faced.

286. (D) Play is a natural and effective medium for children's self-expression.
Play therapy is based on the understanding that children naturally express their inner worlds through play rather than complex verbal communication. It provides a safe and effective medium for children to process traumatic events, explore feelings, and develop necessary coping skills. By using toys and creative activities, the therapist can understand and interact with the child's psychological needs effectively.

287. (C) Family therapy views the family system, not the individual, as the primary unit of treatment.
Family therapy treats the entire family system as the primary unit of intervention, rather than focusing on an individual in isolation. It operates under the assumption that an individual's psychological problems are often symptoms of dysfunctional communication or interaction patterns within the family. Therefore, the goal is to modify the system's dynamics to improve health for all members.

288. (B) The therapeutic value of the creative process itself.
Creative arts therapies, including art and performing arts, prioritize the therapeutic process over the final artistic product. The value lies in the act of creation and expression, which helps individuals improve their emotional and mental well-being. These modalities provide a non-verbal way to explore and communicate feelings, making the experience of making art more significant than its aesthetic quality.

289. (D) Family therapy
Family therapy often interprets the behavior of one family member, such as a rebellious adolescent, as a manifestation of broader systemic issues like parental conflict. By addressing the communication patterns and relationships within the whole family, the therapist aims to resolve the underlying dynamics. This approach shifts the focus from blaming the individual to healing the entire family unit.

290. (A) Because children are better at expressing complex emotions through play than through words.
Play therapy is particularly suitable for children who have experienced trauma because they may lack the verbal skills to explain complex emotional experiences. Play serves as a child's natural language, allowing them to enact and process difficult events in a symbolic and safe way. This medium enables the therapist to gain insight into the child's trauma without requiring direct verbalization.

291. (C) Create an environment that supports and enhances educational achievement.
Schools apply theories of motivation and learning to foster an environment that maximizes educational achievement. By understanding why students behave in certain ways and how they process information, educators can design instruction that supports diverse learners. The ultimate goal is to create a structured yet flexible setting where every student has the psychological support needed to succeed academically.

292. (A) A teacher's multifaceted skill in facilitating learning, motivating students, and managing the classroom.
Teacher effectiveness is defined by a comprehensive set of skills that go beyond simply delivering information. An effective teacher acts as a facilitator of learning, capable of managing classroom dynamics, motivating various types of students, and applying appropriate instructional strategies. This multifaceted role is considered a critical factor in determining the level of academic success achieved by students in school.

293. (D) Intrinsic motivation
Intrinsic motivation involves performing an activity for its own inherent satisfaction rather than for external rewards. When a teacher provides students with choices and ownership over their research topics, they are tapping into the students' internal interests and autonomy. This approach encourages students to engage

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opportunities available to an individual. However, an individual's astrological sign is not considered a scientific factor in human development. While it may have cultural or personal significance for some people, there is no empirical evidence to suggest that it has any actual influence on a person's physical, cognitive, or social-emotional maturation. Correctly identifying the actual factors that drive development is essential for understanding the predictable and orderly nature of human growth from a scientific and psychological perspective.

247. (D) Mental Status Examination
A Mental Status Examination is a systematic and structured clinical procedure used by mental health professionals to observe, describe, and interpret a client's current mental state and behavior at a specific point in time. It provides a comprehensive "snapshot" of the individual's psychological functioning across various domains, including appearance, mood, thought process, and cognitive abilities. The MSE is a vital tool for assessment and diagnosis, helping clinicians to identify abnormalities and develop appropriate treatment plans. Unlike long-term therapy or a full psychiatric history, the focus of the MSE is on the client's current status and their functioning during the structured interview itself, making it an essential component of clinical work in any setting.

248. (A) Proposes developmental stages from infancy through old age.
Erik Erikson's theory of psychosocial development is famously considered a "lifespan" theory because it describes the unique developmental tasks and crises that individuals face throughout their entire lives, from infancy all the way through old age. Unlike some earlier theories that focused primarily on the formative years of childhood, Erikson recognized that personality development is an ongoing and lifelong process. His model of eight stages provides a comprehensive framework for understanding how individuals continue to grow, change, and face new challenges as they move through the different periods of their lives, highlighting the capacity for ongoing maturation and development at any age throughout the entire human journey.

249. (C) Conforming to social norms and laws to maintain order.
At the conventional level of moral development, which is typically seen in older children and adults, an individual's reasoning is based on upholding the norms, rules, and laws of their society. Morality at this stage is defined by doing one's duty and acting in a way that maintains social order and group cohesion. People at this level believe that following established laws is necessary for a functioning and safe community. This level of reasoning prioritizes social stability and the expectations of others over pure self-interest or higher-level, self-chosen ethical principles. Understanding this stage is essential for describing the development of moral reasoning and its influence on an individual's behavior within a social context throughout their life.

250. (A) Children can express and work through their problems via the natural medium of play.
The core idea behind play therapy is that play is the most natural and essential form of communication and expression for children. Through the medium of play, children can symbolically explore their experiences, work through difficult emotions, and practice new social skills in a safe and supportive environment. This therapeutic approach is particularly effective because it meets children where they are, utilizing their own natural way of interacting with the world. By providing a safe space and a wide range of expressive tools, the therapist helps the child to resolve internal conflicts and achieve positive social and emotional development. This focus on play as a powerful therapeutic tool is what distinguishes play therapy from more purely verbal models designed for older individuals.

251. (B) A systematic process of change where later developments build on earlier ones.
Human development is defined as a continuous, systematic process extending from conception to death. It follows an orderly and cumulative pattern where subsequent changes are built upon prior experiences and acquisitions. This framework views development as predictable rather than random, ensuring that each developmental stage serves as a foundation for future growth throughout the entire human lifespan.

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CHAPTER 10
Emerging Areas

1. Which of the following concepts refers to a preconceived opinion or feeling, either favorable or unfavorable, that is not based on reason or actual experience, often leading to discrimination?
(A) Stigma
(B) Cultural bias
(C) Marginalization
(D) Social suffering

2. Read the following statements and select the correct option.
Statement I: Domestic violence is a pattern of abusive behaviors by one partner against another in an intimate relationship such as marriage, cohabitation, or dating.
Statement II: Child abuse exclusively refers to physical harm inflicted upon a minor.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

3. The process by which individuals or groups are pushed to the edge of a group and accorded lesser importance is known as:
(A) Discrimination
(B) Stigma
(C) Marginalization
(D) Cultural bias

4. A social worker is working with a family that has recently migrated to a new country. The children are being bullied at school for their accent, and the parents are struggling to find jobs despite being qualified. This family's experience is a direct example of:
(A) Post-Traumatic Growth
(B) Hedonic wellbeing
(C) Resilience
(D) Social suffering

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5. Which of the following is NOT typically considered a form of child abuse as per psychological and legal definitions?
(A) Intentional physical abuse
(B) Persistent emotional abuse
(C) Age-appropriate discipline
(D) Chronic physical neglect

6. Match List I with List II and select the correct answer using the codes given below.
List I: (Concept)
P. Stigma
Q. Discrimination
R. Marginalization
S. Cultural Bias
List II: (Description)
1. Pushing a group to the periphery of society.
2. An act of treating someone unfairly based on prejudice.
3. A mark of disgrace associated with a particular circumstance, quality, or person.
4. Interpreting phenomena through the lens of one's own culture.
Codes:
(A) P-3, Q-2, R-1, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-4, R-1, S-2

7. The act of treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their gender, disability, or migration status is best defined as:
(A) Stigma
(B) Prejudice
(C) Social suffering
(D) Discrimination

8. The following question consists of two statements — Assertion (A) and Reason (R).

260. (A) Directly observing and measuring responses to stimuli.
Strict behaviorists rely on objective data collection methods to maintain scientific rigor. They focus on measuring external responses to specific environmental stimuli. Methods like direct observation allow researchers to record observable actions without speculating about hidden mental processes. This empirical approach ensures that data is based on verifiable behaviors rather than subjective interpretations of internal thoughts or dreams.

261. (D) The different aspects of development are distinct but mutually influential.
Human development involves various domains like cognitive, social, and emotional growth that are analytically distinct but practically inseparable. Progress in one area often directly affects or limits progress in another. This interdependency means that while we study these domains individually, they operate together as an integrated system, mutually influencing the person's overall trajectory throughout the entire lifespan.

262. (B) Emotional and Social
Recognizing a friend's sadness through facial cues involves emotional development, which concerns the ability to understand and regulate feelings. Responding with empathy and engaging in appropriate social interaction involves social development, which focuses on relationships and understanding social norms. Together, these domains allow individuals to navigate interpersonal relationships effectively by combining emotional awareness with social responsiveness and care.

263. (C) Language development
Language development is a specialized area of cognitive growth focusing on the rules governing communication. This includes phonology, syntax, and semantics, which are necessary for producing and comprehending speech. Mastering these linguistic rules allows individuals to use word meanings and grammar to express complex ideas, representing a major milestone in how they intellectually process information.

264. (D) Cognitive development
Moral development often depends on the underlying level of cognitive maturation. The ability to engage in complex ethical reasoning requires advanced thinking skills, such as abstract logic and perspective-taking. As intellectual processes like reasoning and problem-solving grow more sophisticated, individuals become capable of navigating difficult moral dilemmas that require a deeper understanding of justice, rights, and societal obligations.

265. (A) The development of senses and coordinated physical actions.
Sensory-motor development focuses on the initial foundation of human growth involving the senses and physical body control. It encompasses the progression from basic reflexes in infancy to coordinated muscle movements used for exploring the environment. This domain is essential for early learning, as it provides the physical means through which individuals interact with and gain knowledge about surroundings.

266. (B) To offer a systematic assessment of a person's current psychological functioning.
The Mental Status Examination serves as a clinical tool to provide a clear snapshot of an individual's psychological state at a particular moment. By systematically observing behavior, mood, thought processes, and cognitive abilities, clinicians can assess current functioning. This assessment helps identify immediate psychological needs and informs further diagnostic steps without necessarily establishing a permanent, lifelong medical diagnosis.

267. (B) Because disorders usually arise from the interaction of biological, psychological, and social factors.
Understanding psychopathology requires a multifactorial approach because mental disorders rarely have a single cause. Instead, they arise from a complex interplay of biological vulnerabilities, psychological factors like personality, and social influences such as family dynamics. This perspective acknowledges that various internal and external variables interact dynamically to influence the onset and manifestation of behavioral or psychological distress and dysfunction.

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252. (A) An infant first moving its entire torso and later gaining precise finger control.
The principle of development moving from general to specific is clearly demonstrated when an infant initially uses broad, undifferentiated movements. An infant will first engage the entire body or large muscle groups, such as the torso, before developing the fine motor skills required for precise finger control. This progression illustrates the refinement of physical responses over time.

253. (C) The perspective that later life is defined mainly by decline and functional loss.
Successful aging shifts the focus from inevitable decline to maintaining high levels of physical and cognitive function. By emphasizing social engagement and quality of life, this concept directly contradicts the traditional deficit-oriented view which suggests that later life is characterized primarily by functional loss and biological deterioration. It promotes a more positive and active perspective on aging.

254. (D) The influence of each factor can change and they mutually affect one another over time.
A dynamic interaction implies that biological, psychological, and socio-cultural factors are constantly evolving and influencing each other. No single factor remains static; instead, they work together in a mutually reinforcing or adjusting manner. This interplay determines the unique trajectory of an individual's growth, acknowledging that environmental contexts and internal biological processes continuously shape developmental outcomes.

255. (C) An adolescent's voice deepening during puberty.
Maturation represents the genetically programmed unfolding of biological potential, occurring independently of external practice or specific effort. Biological changes like puberty, specifically the deepening of an adolescent's voice, are classic examples of this process. Unlike learning, which requires experience and practice, maturation follows a predictable biological timeline determined by an individual's genetic makeup and physical growth and development.

256. (B) Psychoanalytical theory
Psychoanalytical theories prioritize the impact of the unconscious mind on behavior and personality. This framework suggests that development is driven by internal motives and the resolution of psychological conflicts that originate in early childhood experiences. By focusing on deep-seated drives, this perspective seeks to explain how hidden mental processes and past events fundamentally shape an individual's long-term trajectory.

257. (D) Behaviorism sees the individual as passive, while Cognitivism sees the individual as active.
Behaviorism views individuals as largely passive reactors who respond to environmental stimuli through conditioning and reinforcement. In contrast, Cognitive theory portrays individuals as active constructors of their own knowledge. While behaviorists focus on external reactions to the environment, cognitivists emphasize the internal mental processes and thought structures that individuals use to interpret and engage with the world.

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258. (A) Cognitive theory
Cognitive theory focuses on how individuals develop mental structures to understand their environment. It posits that people are active learners who build internal models of the world through processes like assimilation and accommodation. By investigating how children solve problems and organize information into schemas, researchers are examining the intellectual growth and mental construction essential to this particular framework.

259. (C) The analysis of observable behaviors.
Behaviorism concentrates on quantifiable and observable actions rather than internal mental states. This approach argues that development is the result of learning through reinforcement, punishment, and observation. By dismissing unconscious motives or cognitive schemas, behaviorists emphasize that psychological study should be restricted to behaviors that can be seen, measured, and modified by manipulating various environmental variables and stimuli.

ones. By changing how individuals interpret their experiences, the therapy aims to alleviate the resulting emotional and behavioral distress.

277. (D) MBCT encourages individuals to observe their thoughts non-judgmentally.
Mindfulness-Based Cognitive Therapy differs from traditional CBT by shifting the focus from changing thought content to changing the relationship with thoughts. Instead of actively challenging and replacing negative cognitions, individuals learn to observe them non-judgmentally. This mindfulness practice encourages viewing thoughts as passing mental events rather than absolute truths, which is particularly effective for preventing the recurrence of chronic depression.

278. (B) Observable behaviors alone to the inclusion of thought processes.
The shift from classical Behavior therapy to Cognitive Behavioral Therapy represents an expansion in psychological focus. While earlier behaviorists focused exclusively on observable actions and environmental reinforcement, the inclusion of cognitive elements acknowledged that internal thought processes significantly influence behavior. This integration allows for a more comprehensive treatment approach that addresses both how people act and how they consciously think.

279. (C) Behavior therapy
The scenario describes gradual exposure to a feared situation (airports and planes) combined with relaxation, which is known as systematic desensitization. This technique comes from behavior therapy, rooted in learning theory, and focuses on modifying observable maladaptive behaviors without analyzing thoughts. By repeatedly pairing relaxation with exposure, the fear response is reduced through conditioning principles.

280. (D) A distorted thinking pattern to be examined and modified.
Cognitive Behavioral Therapy identifies statements like "I failed an exam, so I am a complete failure" as distorted thinking patterns. Such overgeneralizations are viewed as unhelpful cognitions that contribute to emotional distress. The therapist works with the client to examine these thoughts empirically and modify them into more balanced and realistic perspectives, thereby improving the client's emotional state.

281. (A) Accepting difficult internal experiences rather than eliminating them.
Acceptance and Commitment Therapy represents a shift toward psychological flexibility. Rather than attempting to suppress or eliminate difficult internal thoughts and feelings, ACT encourages individuals to accept these experiences as they are. This acceptance is paired with a commitment to taking actions that align with personal values, allowing individuals to lead meaningful lives even in the presence of discomfort.

282. (B) Dialectical Behavior Therapy (DBT)
Dialectical Behavior Therapy is an integrative model that balances the concepts of change and acceptance. It utilizes traditional cognitive-behavioral strategies for emotional regulation while incorporating mindfulness and distress tolerance practices derived from Zen philosophy. This unique combination helps individuals manage intense emotions and reality testing, making it particularly effective for treating complex personality disorders and significant emotional instability.

283. (B) Transactional Analysis
Transactional Analysis provides a framework for understanding interpersonal relationships by analyzing social exchanges. It categorizes communication patterns into three ego-states: Parent, Adult, and Child. By identifying which state a person is operating from during an interaction, the therapy helps individuals improve their communication skills, resolve social conflicts, and achieve greater personal autonomy in their relationships with others.

284. (A) To cultivate well-being by building strengths and meaning.
Positive Psychotherapy aims to shift the focus of treatment from alleviating symptoms and deficits to cultivating well-being and flourishing. Its primary goal is to help individuals build positive emotions, discover character strengths, and find deeper meaning in their lives. By emphasizing what makes life worth living, this approach seeks to enhance overall life satisfaction and psychological resilience and health.

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268. (A) Ensure consistency in diagnosis and communication among professionals.
Standardized classification systems like the DSM or ICD provide a common language for mental health professionals. By establishing specific diagnostic criteria, these systems ensure that clinicians use consistent terms when describing symptoms. This uniformity facilitates accurate communication, supports scientific research across different settings, and helps predict the typical course of a disorder, ultimately improving the quality of clinical care.

269. (C) The pattern of symptoms causes distress and impacts life functioning.
A fundamental characteristic of psychopathology is that behavioral or psychological symptoms must lead to significant distress or impairment in daily life. Rather than being temporary or socially typical, these patterns affect multiple areas of functioning, such as work or relationships. This impact on a person's well-being and life roles is what distinguishes psychopathology from ordinary psychological variations.

270. (D) Conducting a Mental Status Examination.
When a clinician records specific observations about a client's hygiene, speech patterns, and emotional expression, they are performing a Mental Status Examination. This process involves the systematic observation of functioning across various domains to evaluate a person's current psychological state. Such observations are critical for documenting immediate behavioral manifestations that aid in clinical assessment and the eventual diagnostic process.

271. (C) Existential therapy
Existential therapy focuses on the fundamental conditions of human life, such as the freedom to choose and the responsibility that comes with it. This approach encourages clients to confront the "givens" of existence, including isolation and meaninglessness. By exploring these themes, individuals are empowered to live more authentically and make conscious choices that provide their lives with meaning.

272. (B) The past versus the present moment.
Psychoanalysis is characterized by its focus on the past, seeking to uncover how early childhood experiences and repressed conflicts shape the present. In contrast, Gestalt therapy emphasizes the "here and now." This experiential approach prioritizes immediate awareness of thoughts, feelings, and bodily sensations, encouraging clients to take responsibility for their current lives rather than focusing on historical causes.

273. (D) A therapeutic relationship characterized by empathy and unconditional positive regard.
Person-centered therapy is built on the belief that a supportive therapeutic relationship is the primary driver of change. This approach emphasizes that clients have an innate capacity for growth, which is unlocked when the therapist provides empathy, genuineness, and unconditional positive regard. This non-judgmental environment allows individuals to explore their feelings freely and move toward self-actualization and development.

274. (A) Psychoanalysis
Free association is a core technique in Psychoanalysis where the client is encouraged to speak without filtering their thoughts. The purpose is to bypass conscious defenses and allow repressed material or unconscious conflicts to surface. By analyzing these uncensored thoughts, the therapist and client work together to gain insight into the deep-seated psychological forces that influence the individual's behavior.

275. (C) An emphasis on the individual's subjective experience and capacity for growth.
Humanistic and existential therapies share a fundamental focus on the individual's subjective experience. These models reject deficit-oriented views, emphasizing instead the person's innate capacity for growth and self-direction. They prioritize personal meaning and self-actualization, viewing the client as an active participant capable of achieving well-being through increased self-awareness and intentional choices regarding their own life path and values.

276. (A) Emotional distress stems from irrational beliefs about events.
Rational Emotive Behavior Therapy operates on the principle that people are not disturbed by events themselves, but by the irrational beliefs they hold about those events. The therapeutic goal is to identify these unhelpful cognitive patterns and replace them with more rational

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more deeply with their learning because the task itself becomes personally meaningful and rewarding for them.

294. (B) A complex outcome influenced by a combination of student, classroom, and contextual factors.
Educational achievement is a multifaceted outcome that results from the interaction of various factors. It is influenced by individual student traits like cognitive ability, classroom-level factors such as the quality of instruction, and broader socio-contextual influences. Recognizing this complexity allows educators to address the diverse needs of students by looking at the entire educational ecosystem rather than one variable.

295. (C) Learning theories provide the foundational principles for structuring teaching methods.
Learning theories serve as the foundation for effective instructional design. They provide the necessary principles for how to structure lessons, use reinforcement, and encourage active knowledge construction. By applying these theories, educators can create teaching methods that are grounded in psychological research, ensuring that the way information is presented aligns with how students naturally learn and retain specific knowledge.

296. (D) Guidance is a broad service, while counselling is a more intensive, personal process within it.
Guidance and counselling are related but distinct services. Guidance is a broad, comprehensive framework encompassing educational, vocational, and personal support for all students. Counselling, however, is a more intensive and personal process within that framework. It involves a specialized professional relationship focused on helping individuals achieve specific mental health, wellness, and career goals through a structured therapeutic process.

297. (A) Guidance technique
Providing information on study skills or time management to a group of students is a typical guidance technique. These activities are designed to help large numbers of students with their general educational and personal development. Unlike intensive counselling, which is personal and individualized, these workshops offer practical tools and orientation services to support the student body as a whole.

298. (B) The counsellor's skills in building rapport and showing empathy.
The success of the counselling process depends heavily on the quality of the relationship between the counsellor and the client. Core skills such as active listening, empathy, and the ability to build rapport are essential for creating a safe environment. While specific techniques are used, they are most effective when applied within a strong, trust-based professional relationship.

299. (B) Relationship building, problem assessment, intervention, termination.
The counselling process follows a structured sequence designed to facilitate growth. It begins with relationship building to establish trust, followed by problem assessment to understand the client's needs. Once goals are set, interventions are applied to facilitate change. The process concludes with termination, where the counsellor and client review progress and finalize the relationship, ensuring a structured transition.

300. (A) The mandate to help students with their educational, vocational, and personal-social development.
The fundamental need for guidance services in schools arises from the goal of supporting students' holistic development. This includes their educational progress, career planning, and personal-social well-being. By addressing these varied needs, guidance programs help students navigate the complexities of their development, ensuring they are well-equipped to handle both academic challenges and the transitions into adult life.

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241. (C) Statement I is false, but Statement II is true.
Research in developmental psychology has shown that successful aging is not just a matter of genetics; it is also significantly influenced by individual lifestyle choices and environmental factors. While genetic predispositions play a role, behaviors such as regular physical exercise, maintaining a healthy and balanced diet, and staying actively engaged in social and mentally stimulating activities are strongly linked to better cognitive and physical health in later life. This proactive perspective emphasizes that individuals have a great deal of control over their own aging process and that by making healthy choices, they can promote more positive and fulfilling experiences during their older years, demonstrating the ongoing importance of lifestyle factors throughout the entire lifespan.

242. (A) Psychoanalysis
The term "talking cure" was used in the late nineteenth century to describe an early and influential form of psychotherapy that would eventually become known as psychoanalysis. It was first associated with the work of Josef Breuer and Sigmund Freud and referred to the process of encouraging patients to speak freely about their thoughts and feelings to achieve a sense of relief and greater psychological clarity. This innovative approach recognized the power of verbal expression as a means of uncovering and resolving deep-seated emotional distress. The "talking cure" laid the foundation for the entire field of modern psychotherapy and highlighted the essential role of the therapeutic dialogue in the process of emotional healing and personal self-discovery.

243. (C) Help clients address anxieties related to the ultimate concerns of life, such as freedom, death, and meaning.
The primary goal of Existential Therapy is to help clients confront and navigate the fundamental and inevitable challenges of being human. This includes addressing profound anxieties related to the "ultimate concerns" of existence, such as our mortality, the responsibility of our absolute freedom, and the ongoing search for personal meaning in an often uncertain world. By facing these realities authentically, the therapist helps the client to take full responsibility for their life and to make more conscious and purposeful choices. This therapeutic approach encourages individuals to live more fully in the present and to find their own unique direction, even in the face of the inherent limits and challenges of the human condition throughout their lives.

244. (D) Flexibility and pedagogical skill
Flexibility and strong pedagogical skills are hallmark characteristics of highly effective teachers. A teacher who adapts their instructional methods to meet the diverse and unique learning needs, interests, and styles of every student in their classroom is demonstrating these qualities. This approach recognizes that all students learn differently and that a one-size-fits-all teaching style is often ineffective. By using a variety of teaching strategies and remaining responsive to the progress of each student, effective teachers can create more engaging and supportive learning environments that facilitate the academic success and personal growth of all their students, directly demonstrating the multifaceted and dynamic nature of excellence in teaching.

245. (A) P-3, Q-1, R-4, S-2
Each major psychotherapeutic approach is characterized by its own unique core concepts and interventions. Person-Centered therapy is built on the foundation of unconditional positive regard for the client. Rational Emotive Behavior Therapy focuses on identifying and actively disputing irrational beliefs that lead to emotional distress. Gestalt therapy emphasizes the importance of here-and-now awareness and immediate experiential insight. Acceptance and Commitment Therapy centers on the development of psychological flexibility through mindfulness and value-based committed action. Understanding these specific associations is essential for correctly identifying the theoretical underpinnings and practical applications of these diverse and influential models of modern clinical practice and psychotherapy today.

246. (B) Astrological sign
Human development is a multifaceted process influenced by a wide range of factors. Biological maturation and environmental learning are primary drivers of growth and change throughout the lifespan. Socio-economic status also plays a significant role by determining the resources and

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Answer the question by selecting the appropriate option.

Assertion (A): Stigma associated with disability can lead to social exclusion and reduced opportunities for individuals.

Reason (R): Stigma is a societal construct that attaches negative attributes to a person or group, affecting how they are perceived and treated by others.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

9. An individual with a chronic mental illness reports feeling devalued and shunned by their community. They have difficulty finding employment and housing. Which concept most accurately describes their experience of being marked as different and less worthy?
(A) Cultural bias
(B) Migration stress
(C) Stigma
(D) Domestic violence

10. Which of the following statements about poverty and its psychological impact is INCORRECT?
(A) The experience of poverty is uniform across all cultures and individuals.
(B) Poverty is often associated with increased stress and mental health challenges.
(C) Discrimination based on socioeconomic status can lead to marginalization.
(D) Poverty can create significant barriers to accessing education and healthcare.

11. Consider the following statements regarding social issues:
1. Discrimination is the behavioral component of prejudice.
2. Stigma can only be applied to individuals, not to groups.
3. Marginalization often results in a lack of access to resources.
4. Cultural bias can influence psychological assessment and diagnosis.

Which of the above statement(s) is/are correct?
(A) 1, 2 and 3
(B) 1, 3 and 4
(C) 2 and 4
(D) 1 and 2

12. A company consistently hires men over equally qualified women for senior management positions, believing men are "natural leaders". This is a clear example of:
(A) Stigma based on disability
(B) Discrimination based on gender
(C) Marginalization due to migration
(D) Social suffering due to poverty

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13. Which of the following best defines "Social Suffering"?
(A) Physical pain an individual experiences from a severe bodily injury.
(B) Psychological distress resulting from the end of a personal relationship.
(C) Human suffering linked to social forces like poverty and discrimination.
(D) Cultural discomfort caused by the process of adapting to a new country.

14. Read the following statements and select the correct option.

Statement I: Peace psychology views violence as an exclusively individual-level problem stemming from personality defects.

Statement II: Peace psychology is concerned with conflict resolution at a macro level, involving communities and nations.

(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

15. Arrange the following stages in a hypothetical cycle of domestic violence in a likely chronological sequence:
1. Tension Building
2. Reconciliation/Honeymoon Phase
3. Calm
4. Acute Abusive Incident

(A) 1, 4, 2, 3
(B) 3, 1, 4, 2
(C) 4, 2, 1, 3
(D) 1, 2, 3, 4

(D) Psychoneuroimmunology

32. Which of the following is the most appropriate example of a health-promoting behavior?
(A) Smoking cigarettes to cope with stress.
(B) Engaging in regular physical activity.
(C) Consuming a diet high in processed foods and sugar.
(D) Avoiding regular medical check-ups.

33. Which of the following identifies a CORRECT pair between a lifestyle factor and a related chronic disease?
(A) High-sodium diet - Diabetes
(B) Sedentary behavior - Coronary Heart Disease
(C) Excessive alcohol consumption - Post-Traumatic Growth
(D) Regular exercise - Hypertension

34. The field of study that examines the interactions between psychological processes, the nervous system, and the immune system is called:
(A) Psychoneuroimmunology
(B) Health Psychology
(C) Clinical Psychology
(D) Behavioral Medicine

35. Consider the following behaviors:
1. Smoking
2. Unprotected sexual activity
3. Excessive alcohol use
4. A balanced diet
5. Sedentary lifestyle

Which of the above behaviors are considered health-compromising?
(A) 1, 2, 3, and 5
(B) 1, 3, and 4
(C) 2, 4, and 5
(D) All of the above

36. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Chronic stress can negatively impact the immune system, making an individual more susceptible to illnesses.
Reason (R): Psychoneuroimmunology (PNI) provides evidence that psychological factors like stress can modulate immune functioning through nervous and endocrine system pathways.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

37. A patient with a new diagnosis of Type 2 Diabetes is advised by their doctor to change their diet, start exercising, and monitor their blood sugar. These recommended changes primarily target the patient's:
(A) Character strengths
(B) Post-Traumatic Growth
(C) Lifestyle and health behaviors
(D) Digital etiquette

38. According to the principles of Psychoneuroimmunology, psychological interventions like stress management for a patient with HIV/AIDS might aim to:
(A) Directly kill the virus in the body.
(B) Enhance immune functioning and improve quality of life.
(C) Replace the need for antiretroviral medication.
(D) Cure the associated cancer completely.

39. All of the following are chronic diseases commonly linked to lifestyle EXCEPT:
(A) Diabetes
(B) Hypertension
(C) Coronary Heart Disease
(D) Influenza

40. Read the following statements and select the correct option.
Statement I: Health-compromising behaviors are actions that increase an individual's risk of disease or injury.
Statement II: A person's lifestyle has a negligible impact on the development of chronic diseases like hypertension.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.

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1. Bouncing back from adversity.
2. Pursuit of pleasure and satisfaction.
3. Positive psychological change after trauma.
4. Pursuit of meaning and self-actualization.

Codes:
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-3, S-1

24. A person who prioritizes feeling good, experiencing joy, and maximizing positive emotions is focused on which type of wellbeing?
(A) Hedonic wellbeing
(B) Eudemonic wellbeing
(C) Social wellbeing
(D) Psychological wellbeing

25. The ability to successfully adapt to life tasks in the face of social disadvantage or highly adverse conditions is known as:
(A) Post-Traumatic Growth
(B) Eudaimonia
(C) Resilience
(D) Character strength

26. Which of the following statements correctly differentiates between Hedonic and Eudemonic wellbeing?
(A) Hedonic wellbeing focuses on 'feeling good', whereas Eudemonic wellbeing focuses on 'functioning well' and realizing potential.
(B) Hedonic wellbeing is about long-term fulfillment, while Eudemonic wellbeing is about short-term pleasure.
(C) Eudemonic wellbeing is synonymous with the absence of negative feelings, while Hedonic wellbeing is the presence of positive ones.
(D) Both Hedonic and Eudemonic wellbeing are exclusively concerned with material prosperity and success.

27. Consider the following statements regarding positive psychology concepts:
1. Character strengths are positive traits reflected in thoughts, feelings, and behaviors.
2. Post-Traumatic Growth (PTG) implies that all individuals who experience trauma will grow from it.
3. Resilience is a static trait that one is born with and cannot be developed.
4. Eudemonic wellbeing is concerned with personal growth and purpose in life.

Which of the above statement(s) is/are correct?
(A) 1 and 4
(B) 2 and 3
(C) 1, 2 and 3
(D) 2, 3 and 4

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28. An individual who has survived a major car accident later reports a greater appreciation for life, stronger personal relationships, and a new sense of purpose. This phenomenon is best described as:
(A) Resilience
(B) Post-Traumatic Growth
(C) Hedonic adaptation
(D) Hardiness

29. Which of the following is NOT considered a core component or outcome of Eudemonic wellbeing?
(A) Personal growth
(B) Purpose in life
(C) Maximization of pleasure and minimization of pain
(D) Environmental mastery

30. Read the following statements and select the correct option.
Statement I: Character strengths are considered the psychological ingredients of a good life.
Statement II: Resilience can be learned and developed through targeted interventions and life experiences.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

31. The pursuit of meaning, authenticity, and excellence, often described as 'living well', is central to the concept of:
(A) Eudemonic wellbeing
(B) Hedonic wellbeing
(C) Post-Traumatic Growth

Reason (R): Eudaimonia is conceptually rooted in Aristotle's philosophy, which emphasizes virtue and excellence in functioning.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

66. Which of the following would be the best example of demonstrating the character strength of 'bravery'?
(A) Speaking out against an injustice despite potential social backlash.
(B) Always seeking out comfortable and familiar situations.
(C) Accumulating a large amount of wealth.
(D) Experiencing frequent positive emotions.

67. A person who loses their job (a significant stressor) but uses the opportunity to retrain in a new field they are passionate about is demonstrating:
(A) Hedonic adaptation
(B) Stigmatization
(C) Resilience
(D) Health-compromising behavior

68. Which of the following is NOT a recognized domain of Post-Traumatic Growth?
(A) Increased appreciation for life.
(B) Stronger relationships with others.
(C) A change in life philosophy or priorities.
(D) A diminished sense of personal strength.

69. Read the following statements and select the correct option.
Statement I: The concepts of Hedonic and Eudemonic wellbeing are mutually exclusive; a person cannot experience both.
Statement II: Character strengths are universally valued positive traits that contribute to a fulfilling life.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

70. The key difference between resilience and Post-Traumatic Growth (PTG) is that:
(A) Resilience is a negative outcome.
(B) Resilience is about bouncing back to a previous state of functioning, while PTG is about growing beyond it.
(C) Only resilient people can experience trauma.
(D) PTG is a character strength, whereas resilience is a type of wellbeing.

71. A lifestyle characterized by a poor diet, lack of exercise, and high stress is a major risk factor for which of the following?
(A) Post-Traumatic Growth
(B) Acute infectious diseases
(C) Enhanced eudemonic wellbeing
(D) Chronic diseases like hypertension and CHD

72. Consider the following behaviors:
1. Getting adequate sleep
2. Binge drinking
3. Regular health screenings
4. High-fat, high-sugar diet
5. Practicing safe sex

Which of the above statement(s) is/are examples of health-promoting behaviors?
(A) 2 and 4
(B) 1, 3 and 5
(C) 1, 2 and 3
(D) All of the above

73. The study of how psychological factors can influence the immune system's response to diseases like cancer is a central focus of:
(A) Peace Psychology
(B) Developmental Psychology
(C) Psychoneuroimmunology
(D) Social Psychology

74. Which of the following INCORRECTLY pairs a disease with a major lifestyle-related risk factor?
(A) HIV/AIDS - Regular physical exercise
(B) Coronary Heart Disease - Sedentary lifestyle
(C) Hypertension - High sodium intake
(D) Type 2 Diabetes - Obesity and poor diet

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(D) Statement I is incorrect, but Statement II is correct.

41. Match List I with List II concerning the psychology and technology interface.
List I: (Term)
P. Cyberbullying
Q. Digital learning
R. Parental mediation
S. Digital etiquette
List II: (Description)
1. The use of electronic communication to bully a person.
2. The norms of appropriate, responsible behavior with regard to technology use.
3. Learning accompanied by technology or by instructional practice that makes effective use of technology.
4. Strategies parents use to manage their children's internet use.
Codes:
(A) P-1, Q-3, R-4, S-2
(B) P-2, Q-1, R-3, S-4
(C) P-1, Q-2, R-4, S-3
(D) P-3, Q-4, R-1, S-2

42. The set of conventions and norms for polite and appropriate communication on the internet is known as:
(A) Digital etiquette
(B) Digital learning
(C) Cyberbullying
(D) Parental mediation

43. Which of the following is a potential negative implication of cyber pornography consumption?
(A) Improved digital literacy skills.
(B) Enhanced understanding of human sexuality.
(C) Increased eudemonic wellbeing.
(D) Psychological and relational problems.

44. A parent who sets strict time limits on their child's screen time and uses filtering software to block certain websites is engaging in which type of parental mediation?
(A) Active mediation
(B) Restrictive mediation
(C) Co-use mediation
(D) Digital neglect

45. Consider the following statements about the psychology and technology interface:
1. Cyberbullying can occur 24/7 and the bully can be anonymous.
2. Digital learning offers no flexibility compared to traditional classroom settings.
3. Parental mediation of digital usage only involves restricting access.
4. Poor digital etiquette can damage professional and personal relationships.
Which of the above statement(s) is/are correct?
(A) 1 and 4
(B) 2 and 3
(C) 1, 2 and 4
(D) 3 and 4

46. An adolescent is repeatedly sent threatening and humiliating messages via a social media app by a group of classmates. This is a specific example of:
(A) Digital learning
(B) Digital etiquette
(C) Parental mediation
(D) Cyberbullying

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47. Which of the following is NOT a form of parental mediation of digital usage?
(A) Providing a child with unrestricted and unmonitored internet access.
(B) Co-viewing online content with the child.
(C) Discussing online safety and risks with the child.
(D) Setting rules about when and where devices can be used.

48. Read the following statements and select the correct option.
Statement I: Digital learning environments can cater to individual learning paces and styles.
Statement II: Digital etiquette is an innate skill that does not need to be taught or learned.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

16. In the context of peace psychology, the concept of 'non-violence' primarily refers to:
(A) The passive acceptance of various forms of injustice and social conflict.
(B) A social change strategy that rejects the use of physical force and harm.
(C) A political strategy used exclusively within large-scale social movements.
(D) The complete absence of any form of interpersonal conflict or disagreement.

17. Which of the following is NOT an example of a macro-level conflict?
(A) A border dispute between two neighboring countries.
(B) An argument between two siblings over a toy.
(C) Sectarian violence within a community.
(D) A political protest movement demanding systemic change.

18. Consider the following statements about the role of media in conflict resolution:
1. Media can escalate conflict by using inflammatory language and biased reporting.
2. "Peace journalism" is a media practice that aims to de-escalate conflict and promote understanding.
3. Media has no role in shaping public opinion regarding conflicts.
4. Focusing solely on violence and casualties is a characteristic of conflict-escalating media coverage.
5. Objective reporting is impossible, so all media inevitably contributes to conflict.

Which of the above statement(s) is/are correct?
(A) 1, 2 and 4
(B) 2, 3 and 5
(C) 1, 4 and 5
(D) 1, 2 and 3

19. A psychologist is designing a community intervention to address long-standing ethnic tensions. The program focuses on creating shared goals, promoting intergroup contact, and facilitating dialogue. This approach is an application of:
(A) Psychoneuroimmunology
(B) Hedonic wellbeing enhancement
(C) Macro-level conflict resolution
(D) Parental mediation strategies

20. Which of the following identifies an INCORRECT pair of a social issue and its primary characteristic?
(A) Gender Bias - Differential treatment based on gender roles.
(B) Stigma of Disability - Social disgrace leading to exclusion.
(C) Migration - Can lead to experiences of cultural discrimination.
(D) Poverty - Exclusively an economic condition with no psychological impact.

21. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The media can play a constructive role in conflict resolution by highlighting common ground and humanizing the 'other' side.
Reason (R): The way media frames a conflict influences public perception and can either contribute to its escalation or promote peaceful solutions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

22. In peace psychology, 'violence' is understood as:
(A) Direct physical harm intentionally inflicted upon another human being.
(B) Actions, words, or systems that cause social or environmental damage.
(C) Any deliberate action that causes psychological distress to an individual.
(D) A necessary tool for achieving specific political objectives in society.

23. Match List I with List II regarding psychological wellbeing.
List I: (Concept)
P. Hedonic Wellbeing
Q. Eudemonic Wellbeing
R. Resilience
S. Post-Traumatic Growth
List II: (Core Focus)

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(C) Stigma
(D) Domestic violence

58. Read the following statements and select the correct option.
Statement I: Non-violence, in peace psychology, is an active strategy that requires courage and discipline.
Statement II: The role of media in conflicts is always negative and conflict-escalating.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

59. In the context of peace psychology, which of the following represents a form of structural violence?
(A) A physical assault between two individuals.
(B) A verbal argument between neighbours.
(C) A single act of terrorism.
(D) An economic system that perpetuates poverty and inequality.

60. Match List I with List II regarding conflict and resolution.
List I: (Term)
P. Violence
Q. Non-violence
R. Macro-level Conflict
S. Media's Role
List II: (Example/Function)
1. Civil disobedience campaigns.
2. War between two nations.
3. Framing a conflict to promote peace.
4. Acts causing physical or psychological harm.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-1, R-2, S-3
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-1, R-4, S-3

61. Which of the following is the most central goal of conflict resolution at the macro level?
(A) To determine which party is right and which is wrong.
(B) To ensure one side achieves a decisive victory over the other.
(C) To transform destructive conflicts into constructive relationships and sustainable peace.
(D) To temporarily halt overt violence without addressing underlying issues.

62. A news channel decides to cover a civil conflict by focusing on stories of cross-community cooperation and joint peace initiatives, rather than just reporting casualty numbers. This journalistic approach is an example of the media's potential role in:
(A) Conflict escalation
(B) Promoting cultural bias
(C) Creating social suffering
(D) Conflict resolution

63. Consider the following statements regarding peace psychology:
1. It focuses only on the absence of war, not on the conditions for positive peace.
2. It examines the psychological causes and consequences of violence and conflict.
3. Conflict resolution strategies at the macro level often involve mediation and negotiation.
4. Non-violent action is a form of passive surrender.
Which of the above statement(s) is/are correct?
(A) 1 and 4
(B) 2 and 3
(C) 1, 2 and 3
(D) 2, 3 and 4

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64. The feeling of happiness and contentment derived from life experiences, focusing on pleasure and positive affect, is characteristic of:
(A) Eudemonic wellbeing
(B) Hedonic wellbeing
(C) Resilience
(D) Post-Traumatic Growth

65. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Eudemonic wellbeing is achieved by living a life of purpose and realizing one's true potential.

49. Arrange the following potential steps in a macro-level conflict resolution process in a logical order:
1. Identification of root causes of the conflict.
2. Ceasefire and de-escalation of hostilities.
3. Negotiation and mediation between conflicting parties.
4. Implementation of peace agreements.

(A) 1, 2, 3, 4
(B) 2, 1, 4, 3
(C) 4, 3, 2, 1
(D) 3, 4, 1, 2

50. The consumption of cyber pornography has been linked to several implications. Which of the following is the most accurate description of these implications?
(A) It can have psychological consequences and affect real-life relationships.
(B) It universally leads to a decrease in all forms of aggression.
(C) It is a primary cause of chronic diseases like diabetes.
(D) It is a health-promoting behavior that enhances wellbeing.

51. The pain, distress, and dysfunction resulting from the operation of social forces such as discrimination and political violence is termed:
(A) Hedonic suffering
(B) Individual trauma
(C) Social suffering
(D) Personal hardship

52. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Cultural bias in psychological testing can lead to inaccurate assessments of individuals from minority groups.
Reason (R): Psychological tests developed in one culture may contain assumptions, norms, and content that are not universally applicable.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

53. A family of refugees, having fled their war-torn country, experiences ongoing anxiety, loss of social status, and difficulty integrating into a new society. This complex web of problems is an example of:
(A) Stigma
(B) Marginalization
(C) Social Suffering
(D) Child Abuse

54. Which statement about domestic violence is INCORRECT?
(A) It can include physical, sexual, emotional, and financial abuse.
(B) It occurs only in low-income families.
(C) It aims to establish power and control over the partner.
(D) Both men and women can be victims of domestic violence.

55. Consider the following phenomena:
1. Being denied a job because of one's ethnicity.
2. A public health campaign that shames people with a certain illness.
3. A community being relocated to the outskirts of a city with poor services.
4. A government policy that favors one gender over another.
5. A news report that portrays migrants in a negative light.

Which of the above are examples of discrimination or its consequences?
(A) 1, 2 and 3
(B) 1, 3 and 4
(C) 2, 4 and 5
(D) All of the above

56. The social process of becoming or being made marginal (to the fringe of society) is best defined as:
(A) Marginalization
(B) Stigmatization
(C) Acculturation
(D) Discrimination

57. A high school student is ostracized by peers after they are diagnosed with a mental health condition. This act of social rejection is a direct result of:
(A) Cultural bias
(B) Poverty

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75. Arrange the following in a plausible sequence of psychoneuroimmunological influence on health:
1. Experience of chronic psychological stress.
2. Release of stress hormones like cortisol.
3. Weakening of the immune system's surveillance functions.
4. Increased vulnerability to illness (e.g., slower wound healing, susceptibility to infections).

(A) 1, 2, 3, 4
(B) 2, 1, 4, 3
(C) 3, 4, 1, 2
(D) 1, 3, 2, 4

76. Read the following statements and select the correct option.
Statement I: Health-promoting behaviors, such as smoking, provide immediate rewards but have long-term health risks.
Statement II: Psychoneuroimmunology research suggests a one-way relationship where only the brain affects the immune system.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

77. A university shifts many of its courses to an online platform where students can access lectures, submit assignments, and participate in forums at any time. This is an example of:
(A) Cyberbullying
(B) Parental mediation
(C) Digital learning
(D) Digital etiquette

78. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Cyberbullying can have more severe psychological consequences than traditional bullying.
Reason (R): The potential for anonymity, wide audience, and the 24/7 nature of online platforms can intensify the victim's feelings of helplessness and persecution.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

79. Which of the following actions demonstrates poor digital etiquette?
(A) Typing messages in all capital letters, which is perceived as shouting.
(B) Citing sources properly in an online research paper.
(C) Muting your microphone in a large video conference when you are not speaking.
(D) Being mindful of the information you share about others online.

80. A parent sitting with their child and discussing the content they are watching together online is practicing:
(A) Restrictive mediation
(B) Active (or evaluative) mediation
(C) Digital surveillance
(D) Cyberbullying

81. Consider the following statements about technology's impact:
1. The primary implication of cyber pornography consumption is improved marital satisfaction.
2. Parental mediation is a multi-faceted process that includes discussion and co-use, not just restriction.
3. Digital learning can provide personalized educational experiences.
4. Cyberbullying is limited to minor teasing and has no long-term effects.
5. Digital etiquette refers to the hardware specifications of a computer.

Which of the above statement(s) is/are correct?
(A) 1 and 4
(B) 2 and 3
(C) 1, 4 and 5
(D) 2, 3 and 5

82. Which of the following is NOT a characteristic feature of cyberbullying?
(A) Bullying confined to specific physical locations like schoolyards.

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(B) Perpetrator anonymity and the persistence of online material.
(C) Harassment that is always limited to a single, one-time event.
(D) Aggression that occurs exclusively between adults in the workplace.

83. The unwritten rules of conduct that guide communication in online environments, such as email, social media, and forums, are collectively known as:
(A) Digital Learning protocol
(B) Cyber Law
(C) Digital Etiquette
(D) Parental Mediation

84. From a psychological perspective, a significant concern regarding the consumption of cyber pornography is its potential to:
(A) Significant improvement in individual character strengths and virtues.
(B) Enhanced capacity for achieving profound Post-Traumatic Growth.
(C) Development of superior digital etiquette in online interactions.
(D) Distorted sexual schemas and dissatisfaction with real-life partners.

85. A policy that provides separate and inferior facilities for people with disabilities is an example of:
(A) Resilience
(B) Post-Traumatic Growth
(C) Discrimination
(D) Eudemonic wellbeing

86. Match List I with List II based on social issue concepts.
List I: (Social Issue)
P. Gender
Q. Poverty
R. Disability
S. Migration
List II: (Associated Challenge)
1. Stigma and accessibility barriers.
2. Cultural bias and acculturation stress.
3. Stereotypes about roles and capabilities.
4. Marginalization and limited access to resources.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-2, Q-3, R-4, S-1
(D) P-4, Q-1, R-2, S-3

87. Which of the following statements about Stigma is correct?
(A) Stigma is a positive label that society attaches to certain groups.
(B) Stigma only affects people with physical disabilities.
(C) Experiencing stigma always leads to Post-Traumatic Growth.
(D) It is a mark of disgrace that sets a person apart from others.

88. The failure to provide a child with adequate food, shelter, clothing, or medical care is a form of:
(A) Neglect
(B) Emotional abuse
(C) Physical abuse
(D) Domestic violence

89. Consider the following statements:
1. Cultural bias refers to the act of judging other cultures by the standards of one's own.
2. Marginalization can occur based on gender, poverty, disability, or migration status.
3. Social suffering is an exclusively individual experience, unrelated to societal structures.
4. Domestic violence is a private family matter and not a social issue.
Which of the above statement(s) is/are correct?
(A) 1 and 2
(B) 3 and 4
(C) 1, 2 and 3
(D) 2 and 4

90. In a community, people who have migrated from a different region are forced to live in a specific, underdeveloped area with limited public services. This is a clear case of:
(A) Marginalization
(B) Resilience
(C) Eudemonic wellbeing
(D) Parental mediation

91. Which of the following is NOT a defining feature of non-violent action in peace psychology?
(A) It can involve acts of civil disobedience and

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protest.
(B) It seeks to bring about social or political change.
(C) It is based on a principled rejection of violence.
(D) It is a passive acceptance of the status quo.

92. Read the following statements and select the correct option.
Statement I: The media's role in conflict resolution can include providing a platform for dialogue between opposing groups.
Statement II: Macro-level conflict resolution focuses on interpersonal disputes between two people.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

93. The study of violence, non-violence, and conflict resolution at the level of groups, communities, and nations falls under the purview of:
(A) Health Psychology
(B) Cognitive Psychology
(C) Peace Psychology
(D) Psychoneuroimmunology

94. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The way media portrays a conflict can significantly influence public support for war or peace.
Reason (R): Media framing can either dehumanize the enemy, making violence seem more acceptable, or humanize all parties, fostering empathy and a desire for peaceful resolution.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

95. In peace psychology, the term 'violence' encompasses all of the following EXCEPT:
(A) Constructive disagreement and debate
(B) Physical harm
(C) Structural inequalities that cause suffering
(D) Psychological abuse

96. A psychologist helping a community recover after a natural disaster focuses on fostering a sense of community, identifying and utilizing individual and collective strengths, and promoting coping skills. This intervention is primarily aimed at building:
(A) Hedonic wellbeing
(B) Resilience
(C) Stigma
(D) Health-compromising behaviors

97. Which pair of concepts is most closely related to the idea of "living a good and meaningful life"?
(A) Hedonic wellbeing and Post-Traumatic Growth
(B) Eudemonic wellbeing and Character strengths
(C) Resilience and Stigma
(D) Social suffering and Marginalization

98. The primary distinction between Hedonic and Eudemonic approaches to wellbeing is:
(A) Hedonic is about pleasure; Eudemonic is about purpose.
(B) Hedonic is long-term; Eudemonic is short-term.
(C) Hedonic is for the wealthy; Eudemonic is for the poor.
(D) Hedonic is psychological; Eudemonic is physical.

99. Arrange the following experiences in a likely chronological order leading to Post-Traumatic Growth:
1. Experience of a traumatic event.
2. A period of distress and cognitive processing of the event.
3. Active coping and sense-making.
4. Reports of a greater appreciation for life and changed priorities.

(A) 1, 2, 3, 4
(B) 4, 3, 2, 1
(C) 1, 3, 2, 4
(D) 2, 1, 4, 3

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(D) Learning sign language to communicate with a deaf colleague.

134. Read the following statements and select the correct option.
Statement I: Social suffering can arise from large-scale social forces like economic depression or political persecution.
Statement II: Child abuse is limited to physical harm and does not include neglect or emotional torment.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

135. A political system that systematically denies a particular ethnic group the right to vote, access education, and own property is practicing a form of:
(A) Macro-level resolution
(B) Post-Traumatic Growth
(C) Non-violent resistance
(D) Structural violence

136. Arrange the typical stages of a media-driven conflict escalation in a plausible chronological order:
1. Biased reporting focusing on grievances of one side.
2. Promotion of a 'victim' narrative for one's own group.
3. Dehumanization of the 'other' side.
4. Justification of violence as a necessary response.

(A) 1, 2, 3, 4
(B) 2, 3, 1, 4
(C) 4, 3, 2, 1
(D) 3, 1, 2, 4

137. Which of the following statements about wellbeing is INCORRECT?
(A) Hedonic wellbeing is concerned with maximizing pleasure.
(B) Eudemonic wellbeing is concerned with living a life of meaning and purpose.
(C) Post-Traumatic Growth is the complete avoidance of any negative feelings after a trauma.
(D) Resilience is the ability to bounce back from adversity.

138. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Resilience is not merely the absence of psychopathology in the face of adversity, but the ability to adapt successfully.
Reason (R): Resilience involves a dynamic process of interaction between an individual's internal resources (like character strengths) and their external environment.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

139. A focus on virtues, personal growth, and self-realization are all hallmarks of:
(A) Hedonic Wellbeing
(B) Social Suffering
(C) Health-compromising behavior
(D) Eudemonic Wellbeing

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140. Which of the following is the best example of a health-promoting behavior?
(A) Consuming a diet high in saturated fats.
(B) Engaging in 30 minutes of moderate exercise daily.
(C) Sedentary lifestyle
(D) Smoking

141. Match List I with List II regarding health concepts.
List I: (Concept)
P. Health-Promoting Behavior
Q. Health-Compromising Behavior
R. Chronic Disease
S. Psychoneuroimmunology
List II: (Example/Focus)
1. Smoking cigarettes
2. The study of mind-body-immune interactions
3. Coronary Heart Disease
4. Regular exercise

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(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-4, R-1, S-2

108. Which characteristic most distinguishes cyberbullying from traditional bullying?
(A) Bullying confined to specific physical locations like schoolyards.
(B) Perpetrator anonymity and the persistence of online material.
(C) Harassment that is always limited to a single, one-time event.
(D) Aggression that occurs exclusively between adults in the workplace.

109. Which of the following statements about Digital Learning is INCORRECT?
(A) It can offer flexibility in terms of time and place.
(B) It may require learners to have a high degree of self-discipline and motivation.
(C) It is always superior to traditional face-to-face learning in all aspects.
(D) It utilizes technology to facilitate the learning process.

110. A major psychological implication associated with the consumption of cyber pornography is the risk of:
(A) Significant improvement in individual character strengths and virtues.
(B) Enhanced capacity for achieving profound Post-Traumatic Growth.
(C) Development of superior digital etiquette in online interactions.
(D) Distorted sexual schemas and dissatisfaction with real-life partners.

111. The unequal treatment of an individual based on their perceived gender identity is known as:
(A) Gender discrimination
(B) Stigma
(C) Marginalization
(D) Social suffering

112. Read the following statements and select the correct option.
Statement I: The experience of poverty is solely an economic issue, devoid of psychological consequences like stress or shame.
Statement II: Stigma related to disability can act as a significant barrier to social inclusion and employment.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

113. A child who is consistently belittled, humiliated, and told they are worthless by a caregiver is experiencing:
(A) Physical neglect
(B) Emotional abuse
(C) Cultural bias
(D) Social suffering

114. The widespread, often unspoken, societal preference for the perspectives and norms of a dominant culture is an example of:
(A) Cultural bias
(B) Stigma
(C) Domestic violence
(D) Resilience

115. Consider the following statements:
1. Discrimination is an attitude, while prejudice is a behavior.
2. People who migrate to new countries may face discrimination that contributes to social suffering.
3. Stigmatization involves labeling and devaluing individuals based on a specific characteristic.
4. Domestic violence only includes physical assault.

Which of the above statement(s) is/are correct?
(A) 1 and 4
(B) 2 and 3
(C) 1, 2 and 3
(D) 2, 3 and 4

116. In the context of peace psychology, structural violence refers to:
(A) A physical fight between two people.
(B) A terrorist attack on a public place.
(C) The psychological trauma resulting from war.
(D) The harm caused by social structures or institutions that prevent people from

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meeting their basic needs.

117. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Non-violent strategies can be powerful tools for social change.
Reason (R): Non-violent action often seeks to win over the opposition by appealing to their conscience and highlighting the injustice of the situation, rather than by coercion.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

118. Which of the following is the best example of a macro-level conflict?
(A) A disagreement between a manager and an employee.
(B) A prolonged civil war between two ethnic groups in a country.
(C) A legal battle over property inheritance within a family.
(D) A romantic dispute between a couple.

119. A television network's consistent portrayal of one side in an international conflict as irrational aggressors and the other as innocent victims is an example of media's role in:
(A) Conflict resolution
(B) Promoting eudemonic wellbeing
(C) Fostering resilience
(D) Conflict escalation

120. Match List I with List II and select the correct answer.
List I: (Wellbeing Concept)
P. Hedonia
Q. Eudaimonia
R. Resilience
S. Post-Traumatic Growth
List II: (Associated Idea)
1. Finding meaning and purpose.
2. Experiencing pleasure and positive affect.
3. Positive transformation following a crisis.
4. Adapting well in the face of adversity.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-3, R-1, S-4
(D) P-3, Q-1, R-4, S-2

121. A student who feels a deep sense of accomplishment and personal development from mastering a difficult academic subject is experiencing a form of:
(A) Hedonic pleasure
(B) Post-Traumatic Stress
(C) Eudemonic wellbeing
(D) Social suffering

122. Positive traits like curiosity, kindness, and perseverance that are seen as a basis for a good character and a fulfilling life are known as:
(A) Character strengths
(B) Resilience factors
(C) Hedonic attributes
(D) Coping mechanisms

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123. The capacity to 'bounce back' from significant stress, trauma, or adversity is called:
(A) Post-Traumatic Growth
(B) Hardiness
(C) Optimism
(D) Resilience

124. Which statement most accurately describes the relationship between trauma and Post-Traumatic Growth (PTG)?
(A) Everyone who experiences trauma also experiences PTG.
(B) PTG is the process of developing positive changes as a result of struggling with a major life crisis.
(C) PTG means that the person no longer feels any distress related to the trauma.
(D) Experiencing PTG prevents any future negative life events.

125. Which of the following is a key difference between health-promoting and health-compromising behaviors?
(A) Health-promoting behaviors increase disease risk, while compromising behaviors decrease it.
(B) No difference; the terms are interchangeable.
(C) Health-promoting behaviors enhance wellbeing, while compromising behaviors

detract from it.
(D) Health-promoting behaviors are involuntary, while compromising behaviors are voluntary.

126. Consider the following:
1. Diabetes
2. Coronary Heart Disease
3. Hypertension
4. The common cold
5. Cancer

Which of the above conditions are chronic and potentially influenced by psychological states studied under Psychoneuroimmunology?
(A) 1, 2, 3 and 4
(B) 1, 2, 3 and 5
(C) 4 and 5
(D) All of the above

127. Read the following statements and select the correct option.
Statement I: Psychoneuroimmunology is a field that studies the link between psychological processes and the health of the body's immune system.
Statement II: Chronic diseases like Type 2 diabetes are primarily caused by genetic factors and are not influenced by lifestyle choices like diet and exercise.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

128. An intervention that teaches cancer patients relaxation techniques and coping strategies to manage the stress of their diagnosis and treatment is based on principles from:
(A) Peace psychology
(B) Psychoneuroimmunology
(C) Digital learning theory
(D) Migration studies

129. Which of the following is NOT an example of 'digital learning'?
(A) Watching a pre-recorded lecture on a university's online portal.
(B) Reading a traditional, physical textbook in a library.
(C) Participating in a real-time webinar with a tutor.
(D) Using an interactive educational app on a tablet.

130. A parent who explains to their child why certain online behaviors are hurtful and discusses strategies for being a good 'digital citizen' is engaging in:
(A) Active mediation
(B) Restrictive mediation
(C) Cyberbullying
(D) Digital neglect

131. Consider the following statements about the psychology-technology interface:
1. Cyberbullying is often characterized by a power imbalance and repetition.
2. The primary goal of parental mediation is to completely prevent children from using technology.
3. Digital etiquette is irrelevant in professional online communications.
4. Consumption of cyber pornography may contribute to objectification and distorted views of sexuality.

Which of the above statement(s) is/are correct?
(A) 1 and 4
(B) 2 and 3
(C) 1, 2 and 4
(D) All of the above

132. The feeling of being disgraced or devalued because of a particular attribute, such as having a mental illness or being from a poor background, is called:
(A) Discrimination
(B) Marginalization
(C) Bias
(D) Stigma

133. Which of the following is an example of discrimination based on disability?
(A) Providing a ramp for wheelchair access to a building.
(B) Offering flexible work hours to an employee with a chronic illness.
(C) Refusing to hire a qualified candidate because they use a wheelchair.

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100. Which of the following is an INCORRECT statement about Post-Traumatic Growth (PTG)?
(A) It involves positive psychological changes.
(B) It can co-exist with symptoms of post-traumatic stress.
(C) It is a process that unfolds over time, not an immediate result.
(D) PTG is a common outcome for everyone who experiences trauma.

101. Which of the following is a classic example of a health-compromising behavior?
(A) Getting vaccinated
(B) Eating a balanced diet
(C) Sedentary lifestyle
(D) Practicing mindfulness meditation

102. Read the following statements and select the correct option.
Statement I: Lifestyle factors such as diet and exercise have a significant impact on the risk of developing chronic diseases like Coronary Heart Disease and Diabetes.
Statement II: Health-promoting behaviors are actions individuals take to harm their health or increase their risk of disease.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

103. The link between psychological states (like stress) and the functioning of the immune system in the context of diseases like HIV/AIDS is the primary focus of:
(A) Social Psychology
(B) Peace Psychology
(C) Educational Psychology
(D) Psychoneuroimmunology (PNI)

104. A person diagnosed with hypertension is likely to be advised to adopt all of the following lifestyle changes EXCEPT:
(A) Increasing consumption of processed and fast foods
(B) Reducing sodium intake
(C) Increasing regular physical activity
(D) Practicing stress management techniques

105. Consider the following statements about health and behavior:
1. Health-promoting and health-compromising behaviors are mutually exclusive categories.
2. Chronic diseases develop suddenly and are unrelated to lifestyle.
3. Psychoneuroimmunology explores the pathways through which the mind can affect bodily health.
4. Coronary Heart Disease, Diabetes, and Hypertension are examples of chronic lifestyle-related diseases.
5. Stress has been shown to have a potential impact on the progression of diseases like cancer.

Which of the above statement(s) is/are correct?
(A) 1, 2 and 3
(B) 2, 3 and 4
(C) 3, 4 and 5
(D) 1, 4 and 5

106. In the context of the psychology and technology interface, 'digital etiquette' refers to:
(A) The set of social rules for respectful and appropriate online behavior.
(B) The technical skill of using digital devices.
(C) The process of learning through online courses.
(D) The legal framework governing internet use.

107. Match List I with List II concerning parental mediation of technology.
List I: (Mediation Strategy)
P. Restrictive Mediation
Q. Active Mediation
R. Co-use or Co-viewing
S. Technical Mediation
List II: (Description)
1. Using filtering or blocking software.
2. Watching a show or playing a game online with the child.
3. Discussing online content and safety rules with the child.
4. Setting rules about time and place of use.

Codes:
(A) P-4, Q-3, R-2, S-1
(B) P-1, Q-2, R-3, S-4

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Codes:
(A) P-1, Q-3, R-2, S-4
(B) P-4, Q-1, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-4, R-3, S-1

142. The link between chronic stress from discrimination and an increased risk of hypertension is a topic that bridges:
(A) Peace and digital
(B) Wellbeing and cyber
(C) Parental and domestic
(D) Social issues and health psychology

143. Which of the following describes a key implication of the psychology and technology interface?
(A) Online interactions, like cyberbullying, can have profound real-world psychological impacts.
(B) Technology has made parental supervision of children entirely unnecessary.
(C) Digital learning environments are inherently less effective than traditional ones.
(D) Digital etiquette is a fixed, universal code that never changes.

144. Sending an angry email in all caps to a colleague is a violation of:
(A) Digital learning
(B) Digital etiquette
(C) Parental mediation
(D) Cyber security protocols

145. Consider the following phenomena related to social issues:
1. Cultural bias influencing a therapist's diagnosis of a client from a different background.
2. A person with a physical disability facing social exclusion.
3. A family experiencing extreme hardship and loss of social standing due to poverty.
4. An intimate partner controlling the other's finances as a form of abuse.

Which of the phenomena listed above are examples of issues related to gender, poverty, disability, and migration?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) All 1, 2, 3, and 4

146. A government's use of propaganda through state-controlled media to foster hatred toward a minority group is an example of:
(A) The media's role in perpetuating violence
(B) Media's role in conflict resolution
(C) Digital learning
(D) Eudemonic wellbeing

147. Read the following statements and select the correct option.
Statement I: Hedonic and Eudemonic wellbeing are two distinct but often correlated aspects of a happy life.
Statement II: A person high in resilience is incapable of experiencing stress or sadness.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

148. A lifestyle that includes smoking, a high-fat diet, and minimal physical activity is strongly associated with an increased risk for:
(A) Post-Traumatic Growth
(B) Enhanced immune
(C) Social mobility
(D) Coronary Heart Disease

149. A parent installing software on their child's computer to block access to pornographic websites is using which form of mediation?
(A) Active mediation
(B) Co-use mediation
(C) Restrictive mediation
(D) Cyberbullying

150. Which of the following concepts is defined as a mark of disgrace that sets a person apart, often leading to prejudice and discrimination?
(A) Migration
(B) Stigma
(C) Resilience
(D) Wellbeing

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168. An online course that allows a student to learn at their own pace and revisit complex topics as needed is leveraging a key advantage of:
(A) Digital learning
(B) Cyberbullying
(C) Parental mediation
(D) Digital etiquette

169. Forwarding a private and embarrassing photo of a classmate to a large group chat without their consent is a serious breach of:
(A) Digital learning
(B) Parental mediation
(C) Digital etiquette and an act of cyberbullying
(D) Health-promoting behavior

170. Which of the following scenarios best illustrates the concept of "marginalization"?
(A) A group of migrant workers being forced to live in an isolated ghetto with substandard housing and no political representation.
(B) A company celebrating the diverse cultural backgrounds of its employees.
(C) A city providing excellent public transport and services to all neighborhoods.
(D) An individual feeling happy and satisfied with their life's achievements.

171. Which of the following correctly pairs a concept with its definition?
(A) Discrimination - A positive attitude toward a person or group.
(B) Stigma - A process of social integration and acceptance.
(C) Social Suffering - The personal joy derived from social interactions.
(D) Cultural Bias - The tendency to interpret the world through one's own cultural filter.

172. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Domestic violence is not just about physical aggression but is a pattern of coercive control.
Reason (R): Abusers often use emotional abuse, isolation, financial control, and intimidation to maintain power over their partner, even in the absence of physical violence.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

173. In a post-conflict society, a media initiative focused on broadcasting personal stories from people on both sides of the conflict to foster empathy and understanding is an example of media's role in:
(A) Cultural bias
(B) Social suffering
(C) Conflict resolution
(D) Macro-level violence

174. Which of the following is the best description of Eudemonic wellbeing?
(A) The absence of physical pain.
(B) The experience of frequent positive emotions and moods.
(C) The accumulation of material possessions.
(D) A life of purpose, growth, and the realization of one's potential.

175. Consider the following statements about resilience and growth:
1. Resilience can be seen as an outcome of successful adaptation to adversity.
2. Post-Traumatic Growth refers to transcending a pre-trauma level of functioning.
3. Character strengths, such as optimism and perseverance, can be resources for resilience.
4. Experiencing Post-Traumatic Growth means the individual no longer has any post-traumatic stress symptoms.

Which of the above statement(s) is/are correct?
(A) 1, 2 and 3
(B) 1 and 4
(C) 2, 3 and 4
(D) All of the above

176. A person who regularly consumes a diet high in processed foods, sugar, and unhealthy fats is engaging in a:
(A) Health-promoting behavior
(B) Health-compromising behavior
(C) Resilience-building activity
(D) Form of eudemonic pursuit

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(A) Psychoneuroimmunology
(B) Peace psychology
(C) Digital learning
(D) Social suffering studies

160. Match List I with List II concerning the technology interface.
List I: (Concept)
P. Cyberbullying
Q. Digital Etiquette
R. Parental Mediation
S. Digital Learning
List II: (Core Idea)
1. Norms for online conduct
2. Education via technology
3. Harassment using electronic means
4. Parental guidance on tech use
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-2, Q-4, R-1, S-3

161. An implication of widespread consumption of cyber pornography, from a psychological standpoint, is the potential for:
(A) Increased marital communication
(B) The normalization of risky or coercive sexual behaviors
(C) A decrease in cyberbullying
(D) An increase in eudemonic wellbeing

162. A parent who sits with their teenager and discusses the news articles they are reading online, offering different perspectives, is engaging in:
(A) Active mediation
(B) Restrictive mediation
(C) Cyberbullying
(D) Digital etiquette failure

163. Consider the following statements:
1. Cultural bias can lead to the misinterpretation of behaviors in individuals from different cultural backgrounds.
2. Stigma associated with poverty can lead to feelings of shame and social exclusion.
3. The experience of migration is always a smooth process with no psychological distress.
4. Domestic violence is a manifestation of power and control.

Which of the above statement(s) is/are correct?
(A) 1, 2 and 4
(B) 2, 3 and 4
(C) 1 and 3
(D) All of the above

164. The use of boycotts, marches, and civil disobedience to achieve political goals without resorting to physical force is characteristic of:
(A) Violence
(B) Macro-level conflict escalation
(C) Social suffering
(D) Non-violence as a strategy

165. The positive adaptation and competence demonstrated in the face of significant adversity or stress is known as:
(A) Stigma
(B) Hedonia
(C) Resilience
(D) Marginalization

166. A soldier returns from a traumatic combat experience and, after a period of struggle, finds a new appreciation for life, deepens his relationships with family, and dedicates his life to helping other veterans. This is a clear illustration of:
(A) Resilience only
(B) Post-Traumatic Growth
(C) Hedonic wellbeing
(D) A health-compromising behavior

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167. Read the following statements and select the correct option.
Statement I: Psychoneuroimmunology posits that there is no connection between a person's psychological state and their physical health.
Statement II: Lifestyle choices are a major determinant in the prevention and management of many chronic diseases.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

151. Which of the following identifies an INCORRECT pair?
(A) Cultural Bias - Judging others using one's own cultural standards.
(B) Marginalization - Being pushed to the fringes of society.
(C) Domestic Violence - A pattern of control within an intimate relationship.
(D) Stigma - The process of adapting to a new culture.

152. The collective suffering experienced by a group of people due to social forces like war, poverty, or systematic discrimination is known as:
(A) Social suffering
(B) Individual depression
(C) Post-traumatic stress
(D) Hedonic decline

153. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): In peace psychology, 'non-violence' is not synonymous with passivity.
Reason (R): Non-violent action often involves active, strategic, and courageous forms of resistance such as protests, boycotts, and civil disobedience to challenge injustice.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

154. A mediator facilitating peace talks between the leaders of two warring nations is engaged in:
(A) Macro-level conflict resolution
(B) Micro-level conflict resolution
(C) Promoting cultural bias
(D) Psychoneuroimmunology

155. Consider the following statements regarding wellbeing:
1. Hedonic wellbeing is primarily concerned with the experience of pleasure and positive affect.
2. Eudemonic wellbeing is focused on meaning, purpose, and self-realization.
3. Character strengths are negative traits that hinder personal growth.
4. Resilience is the inability to cope with stress.
5. Post-Traumatic Growth is a positive change resulting from struggling with adversity.

Which of the above statement(s) is/are correct?
(A) 1, 2 and 5
(B) 3 and 4
(C) 1, 3 and 4
(D) 2, 4 and 5

156. A person who seeks out challenges, values personal growth, and strives to live a life aligned with their core values is demonstrating a focus on:
(A) Hedonic wellbeing
(B) Eudemonic wellbeing
(C) Social suffering
(D) Health-compromising behavior

157. Which of the following represents the core idea of Post-Traumatic Growth?
(A) An individual is unchanged by a traumatic experience.
(B) An individual is only damaged by a traumatic experience.
(C) An individual can experience profound positive transformation as a result of a traumatic experience.
(D) An individual becomes immune to all future stress after a traumatic experience.

158. Read the following statements and select the correct option.
Statement I: A sedentary lifestyle is considered a health-promoting behavior.
Statement II: Chronic diseases such as diabetes and hypertension often have significant lifestyle components.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

159. The study of the interplay between stress, the endocrine system (e.g., cortisol), the nervous system, and immune responses in relation to diseases like cancer falls under:

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177. Research showing that students who practice mindfulness meditation have lower levels of cortisol (a stress hormone) and fewer sick days demonstrates a principle of:
(A) Peace Psychology
(B) Psychoneuroimmunology
(C) Digital Etiquette
(D) Macro-level Conflict Resolution

178. Read the following statements and select the correct option.
Statement I: The term "cyberbullying" can refer to a single, severe incident or a repeated pattern of harassment using digital technology.
Statement II: Effective parental mediation of digital usage involves only restrictive strategies like banning technology.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

179. The set of informal rules governing behavior in an online video conference, such as muting the microphone when not speaking and using the 'raise hand' feature, are components of:
(A) Digital learning
(B) Cyberbullying
(C) Digital etiquette
(D) Parental mediation

180. Match List I with List II.
List I: (Psychological Term)
P. Stigma
Q. Resilience
R. Hedonic Wellbeing
S. Eudemonic Wellbeing
List II: (Core Characteristic)
1. Bouncing back
2. Feeling good
3. Being shamed
4. Functioning well
Codes:
(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

181. A community where people with disabilities are systematically denied access to public buildings, employment, and social events is experiencing:
(A) Post-Traumatic Growth
(B) Eudemonic wellbeing
(C) Cultural bias and marginalization
(D) Effective conflict resolution

182. A pattern of coercive and controlling behavior within a dating relationship is defined as:
(A) Social suffering
(B) Domestic violence
(C) Stigma
(D) Macro-level conflict

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183. Which of the following is NOT an example of a macro-level approach to conflict resolution?
(A) Diplomatic negotiations between countries.
(B) A truth and reconciliation commission.
(C) Community-wide intergroup dialogue programs.
(D) A therapist helping a couple improve their communication.

184. The deliberate and strategic use of non-violent methods such as strikes, boycotts, and protests to achieve social or political objectives is known as:
(A) Non-violent action
(B) Violence
(C) Passive acceptance
(D) Marginalization

185. Consider the following:
1. Subjective happiness
2. Life satisfaction
3. Presence of positive mood
4. Absence of negative mood
These are all primary components of which type of wellbeing?
(A) Eudemonic wellbeing
(B) Psychological wellbeing
(C) Hedonic wellbeing
(D) Social wellbeing

186. Which of the following is the best example of a character strength?
(A) Integrity
(B) High income
(C) Physical attractiveness
(D) Social status

interface presents both opportunities, like digital learning, and challenges, like cyberbullying.
Reason (R): Technology is a neutral tool, and its impact on human psychology depends on how it is designed, used, and mediated.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

241. Arrange the following in a logical developmental sequence of parental mediation strategies as a child ages:
1. Direct supervision and heavy restriction of content and time.
2. Co-viewing and active discussion about content.
3. Fostering self-regulation and digital citizenship skills.
4. Gradual loosening of restrictions with monitoring.

(A) 1, 2, 4, 3
(B) 4, 3, 2, 1
(C) 1, 3, 2, 4
(D) 2, 1, 4, 3

242. Read the following statements and select the correct option.
Statement I: Violence, as studied in peace psychology, can be direct (physical assault) or structural (poverty).
Statement II: THE media has no capacity to influence public opinion regarding a conflict.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

243. THE difference between Hedonic and Eudemonic wellbeing can be summarized as:
(A) Physical vs Mental
(B) Short-term vs Long-term
(C) Feeling good vs. Functioning well
(D) Individual vs Community

244. A person who quits smoking, starts a regular exercise program, and improves their diet is engaging in:
(A) HC behaviors
(B) Social suffering
(C) Digital learning
(D) Health-promoting behaviors

245. Consider the following statements about technology and psychology:
1. Cyberbullying is less harmful than traditional bullying because it is not face-to-face.
2. Parental mediation involves guiding a child's use of digital media.
3. Digital learning can offer personalized learning paths.
4. Cyber pornography consumption has no psychological or relational implications.
5. Digital etiquette is the set of rules for polite online behavior.

Which of the above statement(s) is/are correct?
(A) 1, 3 and 4
(B) 2, 3 and 5
(C) 1, 4 and 5
(D) 2, 4 and 5

246. Which of the following concepts is NOT primarily associated with a negative or pathological outcome?
(A) Stigma
(B) Resilience
(C) Social Suffering
(D) Domestic Violence

247. THE idea that chronic psychological stress can accelerate the progression of HIV/AIDS by weakening the immune system is a hypothesis derived from:
(A) Peace psychology
(B) Cultural studies
(C) Media studies
(D) Psychoneuroimmunology

248. THE practice of being mindful of others' feelings and perspectives in online interactions is a cornerstone of:
(A) Digital etiquette
(B) Cyberbullying
(C) Digital learning
(D) Parental mediation

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(D) Cultural bias

195. Which of the following is an example of a health-compromising behavior?
(A) Adhering to a prescribed medication schedule for hypertension.
(B) Eating five servings of fruits and vegetables per day.
(C) Binge-watching television for several hours daily, leading to a sedentary lifestyle.
(D) Getting 7-8 hours of sleep per night.

196. The impact of psychological stress on the immune system's ability to fight cancer cells is a topic within the field of:
(A) Peace psychology
(B) Digital etiquette
(C) Macro-level conflict resolution
(D) Psychoneuroimmunology

197. Which of the following is a form of cyberbullying?
(A) Sending a polite email to a teacher to ask a question.
(B) Using an online library database for research.
(C) Creating a fake social media profile to post humiliating rumors about someone.
(D) Participating in a collaborative project using a shared document.

198. The primary purpose of 'digital etiquette' is to:
(A) Increase the speed of internet connections.
(B) Promote respectful, efficient, and effective online communication.
(C) Restrict children's access to the internet.
(D) Market digital products more effectively.

199. A psychological research tool is considered to have a cultural bias if:
(A) It produces the same results across all cultural groups.
(B) It is available in multiple languages.
(C) Designed by a team of researchers from different countries.
(D) Its tasks are more relevant to individuals from one culture than another.

200. Match List I with List II.
List I: (Situation)
P. A journalist reports on peace initiatives in a conflict zone.
Q. A person with HIV faces social rejection.
R. A student learns a new skill via an online tutorial.
S. A person who survived a disaster feels more connected to others.
List II: (Concept)
1. Digital Learning
2. Post-Traumatic Growth
3. Media's role in conflict resolution
4. Stigma
Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-1, R-4, S-2

201. Which of the following best defines cultural bias in the context of psychological issues?
(A) A preference for one's own culture, which is psychologically healthy.
(B) The act of discriminating against individuals from different cultures.
(C) A tendency to interpret and judge phenomena by standards inherent to one's own culture.
(D) The suffering caused by being displaced from one's culture.

202. Read the following statements and select the correct option.
Statement I: Marginalization results in individuals or groups having limited access to societal resources and opportunities.
Statement II: Discrimination is a prejudiced thought or feeling, not an action.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

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203. The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation is a broad definition of:

254. How does the source describe the manifestation of gender discrimination in society?
(A) Exclusively through overt and violent acts against non-conforming individuals.
(B) Solely through economic disparities between different genders.
(C) As a phenomenon restricted to private and familial settings.
(D) As both overt and subtle, embedded in language, media, and institutions.

255. The passage defines gender from a psychological perspective primarily as a:
(A) fixed biological attribute determined at birth.
(B) personal choice independent of societal influence.
(C) social construct influenced by culture and power dynamics.
(D) set of unchanging characteristics across all cultures.

Direction : Please read the following source carefully.

Social stratification and inequality often manifest through the interconnected issues of poverty, disability, and migration, which frequently lead to stigma, marginalization, and social suffering. Poverty is not merely a lack of financial resources; it creates a psychological state of chronic stress and hopelessness that can impair cognitive function and decision-making, perpetuating a cycle of disadvantage. Individuals with disabilities often face a dual challenge: the functional limitations of their condition and the societal barriers erected by cultural bias and lack of accessibility. This leads to stigmatization, where the disability becomes a defining, and often devaluing, characteristic in the eyes of others. Similarly, migrants, displaced from their social and cultural origins, are often confronted with discrimination and cultural bias in host communities. They are frequently marginalized, relegated to the fringes of society with limited access to essential services like healthcare, education, and legal protection. The cumulative effect of these experiences—poverty, disability, or displacement—is a profound state of social suffering, where individuals and groups feel their personhood and dignity are systematically undermined by societal structures. This marginalization is a psychological burden that exacerbates feelings of isolation and alienation, creating significant barriers to social integration and overall well-being.

Based on the above source, attempt the following five questions.

256. Which concept best describes the cumulative psychological effect of poverty, disability, and migration as detailed in the paragraph?
(A) Social integration.
(B) Social suffering.
(C) Social mobility.
(D) Social cohesion.

257. According to the passage, the psychological impact of poverty extends beyond financial lack to include:
(A) enhanced decision-making skills due to necessity.
(B) improved cognitive function from navigating complex challenges.
(C) a stronger sense of community and social support.
(D) chronic stress and impaired cognitive abilities.

258. The passage suggests that the primary challenge for migrants in host communities stems from:
(A) discrimination, cultural bias, and resulting marginalization.
(B) their inability to adapt to new economic systems.
(C) a personal preference for isolation and segregation.
(D) the lack of desire to integrate into the new society.

259. What is the "dual challenge" faced by individuals with disabilities as described in the source?
(A) Financial instability and lack of political representation.
(B) The need for medical care and the rejection of that care.
(C) Functional limitations and societal barriers due to stigma.
(D) Internalized self-blame and external praise.

260. The passage implies that stigma, marginalization, and social suffering are primarily:
(A) products of systemic societal structures and cultural biases.

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incorrect.
(D) Statement I is incorrect, but Statement II is correct.

213. Match List I with List II.
List I: (Behavior)
P. Eating a balanced diet.
Q. Smoking daily.
R. Not seeking medical help for a persistent cough.
S. Getting regular exercise.
List II: (Classification)
1. Health-compromising behavior
2. Health-promoting behavior
3. Health-promoting behavior
4. Health-compromising behavior
Codes:
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

214. Which of the following is NOT an implication of cyber pornography consumption?
(A) It can create unrealistic expectations about sexual encounters.
(B) It is a recognized form of digital learning for human anatomy.
(C) It may be associated with negative psychological outcomes.
(D) It can have a negative impact on intimate relationships.

215. Consider the following statements about emerging areas in psychology:
1. Stigma is a mark of disgrace that can lead to social exclusion.
2. Resilience is the positive psychological change that occurs after trauma.
3. Psychoneuroimmunology studies the link between the mind, brain, and immune system.
4. Parental mediation of digital usage refers exclusively to setting time limits.
Which of the above statement(s) is/are correct?
(A) 1 and 3
(B) 2 and 4
(C) 1, 2 and 3
(D) 2, 3 and 4

216. The belief that one's own gender is superior, leading to prejudicial attitudes and discriminatory actions, is an example of:
(A) Gender bias
(B) Stigma
(C) Marginalization
(D) Social suffering

217. In the context of peace psychology, Gandhi's Salt March is a classic example of:
(A) Macro-level violence
(B) Media role
(C) Strategic non-violence
(D) Failed conflict resolution

218. The ability to find meaning, purpose, and personal fulfillment is most central to:
(A) Eudemonic wellbeing
(B) Hedonic wellbeing
(C) Stigma
(D) Social suffering

219. A lifestyle marked by high stress, poor diet, and lack of exercise is a significant risk factor for which of the following chronic diseases?
(A) Influenza
(B) Tuberculosis
(C) Measles
(D) Coronary Heart Disease

220. The repeated, intentional harm inflicted through the use of phones, computers, and other electronic devices is known as:
(A) Digital etiquette
(B) Cyberbullying
(C) Digital learning
(D) Parental mediation

221. Which statement accurately distinguishes Stigma from Discrimination?
(A) Stigma is an action, while discrimination is an attitude.
(B) Stigma is a negative label or attribute.
(C) Stigma is an attribute, while discrimination is the action taken.
(D) Identical in meaning and use.

222. Read the following statements and select the correct option.
Statement I: Conflict resolution at the macro level often involves complex negotiations,

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(A) Conflict
(B) Non-violence
(C) Disagreement
(D) Violence

204. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The role of media in conflict can be a 'double-edged sword'.
Reason (R): Media can either escalate conflicts through biased and inflammatory reporting or contribute to peace-building by fostering dialogue and understanding.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

205. Consider the following characteristics:
1. Autonomy
2. Personal growth
3. Purpose in life
4. Self-acceptance
5. Environmental mastery
These are widely considered to be dimensions of which construct?
(A) Hedonic Wellbeing
(B) Post-Traumatic Growth
(C) Eudemonic Wellbeing
(D) Resilience

206. A person who maintains psychological stability and continues to function effectively despite experiencing the death of a loved one is demonstrating:
(A) Stigma
(B) Social suffering
(C) Cultural bias
(D) Resilience

207. Which of the following is NOT a chronic disease commonly related to lifestyle?
(A) Alzheimer's Disease
(B) Diabetes
(C) Hypertension
(D) Coronary Heart Disease

208. The finding that social support can buffer the effects of stress on the immune system, potentially improving health outcomes in patients with HIV/AIDS, is a key insight from which field?
(A) Peace Psychology
(B) Psychoneuroimmunology
(C) Digital Learning
(D) Child Psychology

209. The use of an online platform to facilitate a course, including video lectures, discussion forums, and assignment submissions, is an application of:
(A) Digital etiquette
(B) Digital learning
(C) Cyberbullying
(D) Parental mediation

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210. Which of the following is an example of a parent practicing active mediation of their child's digital usage?
(A) Talking with the child about online safety and privacy settings.
(B) Forbidding the child from ever using a smartphone.
(C) Installing monitoring software without the child's knowledge.
(D) Ignoring the child's online activities completely.

211. Which of the following concepts are most directly implicated when a society's institutions and social arrangements create and perpetuate poverty and poor health for a specific subgroup?
(A) Digital etiquette and cyberbullying
(B) Post-Traumatic Growth and resilience
(C) Stigma and marginalization
(D) Hedonic and eudemonic wellbeing

212. Read the following statements and select the correct option.
Statement I: Peace psychology is solely concerned with preventing war between nations.
Statement II: The role of media in conflict resolution is always constructive.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is

4. Eudemonic Wellbeing

Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-2, R-1, S-3
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-1, S-3

231. Which of the following is a core principle of non-violence in peace psychology?
(A) Achieving goals by any means necessary, including physical force.
(B) The belief that violence is the only way to respond to oppression.
(C) Avoidance conflict.
(D) The use of moral and spiritual force to persuade an opponent.

232. Read the following statements and select the correct option.
Statement I: Lifestyle has a negligible role in the development of chronic diseases like diabetes and hypertension.
Statement II: Health-promoting behaviors are actions that enhance health and reduce the risk of disease.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

233. A parent who watches an online video with their child and discusses its message is engaging in what form of parental mediation?
(A) Restrictive mediation
(B) Cyberbullying
(C) Co-use mediation
(D) Technical mediation

234. Consider the following statements regarding social issues:
1. Gender discrimination can occur in areas like pay, hiring, and promotion.
2. Poverty is linked to higher levels of stress and marginalization.
3. Stigma against disability is a major barrier to social inclusion.
4. Child abuse can be physical, emotional, sexual, or involve neglect.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) All 1, 2, 3, and 4

235. The process of negotiation and dialogue aimed at resolving conflicts between large groups like ethnic communities or nations is known as:
(A) Micro-level intervention
(B) Psychoneuroimmunology
(C) Parental mediation
(D) Macro-level conflict resolution

236. The cultivation of virtues and positive traits such as wisdom, courage, humanity, and justice is central to the concept of:
(A) Hedonic adaptation
(B) Character strengths
(C) Social suffering
(D) Health-compromising behaviors

237. Which of the following is a potential health benefit of effective stress management, according to the principles of Psychoneuroimmunology?
(A) A weakened immune response
(B) Guaranteed cure
(C) An enhanced immune response
(D) An increased risk of hypertension

238. Sending repeated, unsolicited, and threatening emails to a person is a form of:
(A) Digital learning
(B) Digital etiquette
(C) Parental mediation
(D) Cyberbullying

239. THE psychological impact of experiencing long-term poverty, discrimination, and lack of opportunity is best captured by the term:
(A) Social suffering
(B) Eudemonic wellbeing
(C) Post-Traumatic Growth
(D) Resilience

240. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The psychological and technology

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187. The study of how psychosocial factors influence the progression of HIV/AIDS through their effect on the immune system is a key area of:
(A) Peace psychology
(B) Digital learning
(C) Social suffering
(D) Psychoneuroimmunology

188. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Lifestyle factors are significant contributors to the burden of chronic diseases in modern society.
Reason (R): Behaviors such as smoking, poor diet, and physical inactivity are major risk factors for developing conditions like coronary heart disease, hypertension, and type 2 diabetes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

189. Which of the following is a key characteristic of cyberbullying that differentiates it from traditional bullying?
(A) It is always done by someone the victim knows personally.
(B) Only during school hours.
(C) The harmful content can spread rapidly to a wide audience.
(D) Always physical violence.

190. A parent who sets up filtering software and then has a conversation with their child about why certain sites are blocked is using:
(A) Only restrictive mediation
(B) Only active mediation
(C) Co-use mediation only
(D) A combination of restrictive and active mediation

191. Arrange the following from a specific instance to a broader societal concept:
1. An employer refuses to hire a qualified migrant worker.
2. Widespread negative stereotypes about migrants in a society.
3. Migrants being concentrated in low-paying jobs and poor housing.
4. The individual's feeling of alienation and stress.

A possible sociological sequence is:
(A) 2, 1, 3, 4
(B) 4, 1, 2, 3
(C) 1, 4, 3, 2
(D) 3, 2, 1, 4

192. Consider the following statements about peace and conflict:
1. Violence in peace psychology is defined narrowly as only physical assault.
2. Non-violence is an active and strategic approach to social change.
3. Macro-level conflict resolution deals with large-scale disputes, such as those between nations.
4. The media can play a role in de-escalating conflict by promoting empathy.
5. Peace is simply the absence of war.

Which of the above statement(s) is/are correct?
(A) 1, 3 and 5
(B) 2, 3 and 4
(C) 1, 2 and 4
(D) 3, 4 and 5

193. Read the following statements and select the correct option.
Statement I: Character strengths are acquired exclusively through formal education and cannot be developed through life experience.
Statement II: Post-Traumatic Growth is the idea that suffering can lead to positive transformation.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

194. A person who responds to a significant life setback by reassessing their priorities, investing more in their relationships, and developing a deeper spiritual life is exhibiting:
(A) Post-Traumatic Growth
(B) Stigma
(C) Health-compromising behavior

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249. An individual who experiences a traumatic event and subsequently reports stronger relationships, a greater appreciation of life, and new possibilities for their future is demonstrating:
(A) Stigma
(B) Hedonic adaptation
(C) Post-Traumatic Growth
(D) Social suffering

250. Match List I with List II.
List I: (Situation)
P. A journalist reports on peace initiatives in a conflict zone.
Q. A person with HIV faces social rejection.
R. A student learns a new skill via an online tutorial.
S. A person who survived a disaster feels more connected to others.
List II: (Concept)
1. Digital Learning
2. Post-Traumatic Growth
3. Media's role in conflict resolution
4. Stigma
Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-1, R-4, S-2

Direction : Please read the following source carefully.

Issues of gender are deeply intertwined with cultural biases and discriminatory practices that permeate societal structures. Psychologically, gender is understood not merely as a biological category but as a social construct, shaped by cultural norms, expectations, and power dynamics. Cultural bias manifests as preconceived notions about the roles, abilities, and characteristics appropriate for different genders, which often lead to systemic discrimination. This discrimination is not always overt; it can be subtle, embedded in language, media representations, and institutional policies, creating barriers to equal opportunity in education, employment, and political participation. The psychological consequences for individuals who do not conform to these rigid gender roles can be severe, leading to identity conflict, reduced self-esteem, and mental health challenges. Stigma associated with non-conformity can result in social ostracism and marginalization. Addressing gender-based discrimination requires a multi-faceted approach that challenges cultural biases at their core, promotes gender-sensitive policies, and fosters an environment where diverse gender identities are recognized and valued. This involves deconstructing harmful stereotypes and understanding the psychological mechanisms that perpetuate prejudice and discrimination, thereby creating a more equitable social landscape for all individuals, irrespective of their gender identity.
Based on the above source, attempt the following five questions.

251. According to the paragraph, what is the primary relationship between cultural bias and gender discrimination?
(A) Cultural bias is a psychological consequence of gender discrimination.
(B) Cultural bias, based on gendered preconceptions, is a root cause of systemic discrimination.
(C) Gender discrimination and cultural bias are unrelated social phenomena.
(D) Gender discrimination is an overt practice, whereas cultural bias is always subtle.

252. The passage suggests that the psychological impact on individuals who do not conform to traditional gender roles can include which of the following?
(A) Identity conflict, lowered self-worth, and potential mental health issues.
(B) Enhanced social mobility and greater political participation.
(C) A complete rejection of cultural norms leading to social leadership.
(D) Increased resilience and an immunity to societal stigma.

253. What does the passage imply is a necessary step in combating gender-based discrimination?
(A) Focusing solely on legislative changes without addressing underlying beliefs.
(B) Reinforcing traditional gender roles to create social stability.
(C) Deconstructing stereotypes and understanding the psychology of prejudice.
(D) Encouraging conformity to avoid the psychological consequences of stigma.

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mediation, and addressing systemic issues.
Statement II: Non-violence is a passive strategy that involves doing nothing in the face of injustice.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

223. The following question consists of two statements — Assertion (A) and Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Post-Traumatic Growth and resilience are related but distinct concepts.
Reason (R): Resilience refers to the ability to "bounce back" to a previous level of functioning after adversity, whereas Post-Traumatic Growth refers to "bouncing forward" to a higher level of functioning and positive change.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

224. Which of the following is a primary focus of Psychoneuroimmunology (PNI)?
(A) How technology impacts learning outcomes.
(B) How psychological factors like stress influence the body's immune response.
(C) How media can be used to resolve international conflicts.
(D) How to build character strengths and wellbeing.

225. Consider the following actions:
1. Posting embarrassing rumors about a peer on social media.
2. Using all-caps in an email, which implies shouting.
3. Ignoring a direct question in a professional group chat.
4. Creating a fake profile to harass someone.
5. Talking on your phone loudly in a quiet library.

Which of the above are examples of poor digital etiquette or cyberbullying?
(A) 1 and 4 only
(B) 2, 3, and 5 only
(C) 1, 2, 3, and 4
(D) All of the above

226. A person's subjective evaluation of their life in terms of satisfaction and the balance of positive to negative affect is the definition of:
(A) Hedonic wellbeing
(B) Eudemonic wellbeing
(C) Post-Traumatic Growth
(D) Resilience

227. A key implication of the link between lifestyle and chronic diseases is that:
(A) These diseases are completely unavoidable.
(B) Individuals have no control over their health outcomes.
(C) Behavioral changes can play a crucial role in prevention and management.
(D) Pharmaceutical interventions are the only effective treatment.

228. In the context of online communication, "netiquette" is another term for:
(A) Digital learning
(B) Cyberbullying
(C) Parental mediation
(D) Digital etiquette

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229. The intense and widespread suffering in a population caused by a combination of poverty, political instability, and lack of access to healthcare is best termed as:
(A) Stigma
(B) Discrimination
(C) Social Suffering
(D) Cultural Bias

230. Match List I with List II.
List I: (Focus Area)
P. Wellbeing from meaning and growth
Q. Wellbeing from pleasure and happiness
R. Bouncing back from adversity
S. Positive change after trauma
List II: (Concept)
1. Resilience
2. Hedonic Wellbeing
3. Post-Traumatic Growth

(B) individual psychological problems disconnected from society.
(C) consequences of personal choices and failures.
(D) temporary phases in the process of social adaptation.

Direction : Please read the following source carefully.

The phenomena of child abuse and domestic violence are severe manifestations of interpersonal harm that contribute significantly to a broader state of social suffering. Social suffering refers to the pain and distress caused by social forces, such as economic deprivation, political oppression, and systemic discrimination, which create conditions where such violence can fester. Child abuse, encompassing physical, emotional, and sexual harm as well as neglect, inflicts deep psychological wounds that can persist throughout a victim's life, affecting attachment styles, emotional regulation, and vulnerability to future psychopathology. It often occurs within a context of family dysfunction, secrecy, and power imbalance. Similarly, domestic violence is a pattern of abusive behaviors used by one partner to maintain power and control over another in an intimate relationship. It is not an isolated event but a cycle of escalating tension, violence, and remorse that traps the victim psychologically and often physically. Both child abuse and domestic violence thrive in environments where cultural norms may tacitly condone or ignore such behavior, and where victims feel isolated and powerless. The resulting trauma is a form of social suffering, as it is not merely an individual affliction but a societal problem rooted in and perpetuated by broader social and cultural dynamics.

Based on the above source, attempt the following five questions.

261. The passage defines "social suffering" as:
(A) an individual's inability to cope with personal failure.
(B) a genetic predisposition to psychological disorders.
(C) the physical pain resulting from an acute injury.
(D) the collective pain and distress caused by societal forces.

262. According to the source, what is a defining characteristic of domestic violence?
(A) It is always a single, isolated incident of aggression.
(B) It is a pattern of behavior aimed at maintaining power and control.
(C) It occurs exclusively between partners of low socioeconomic status.
(D) It is primarily driven by the victim's provocative behavior.

263. The passage suggests that the long-term psychological consequences of child abuse can include:
(A) enhanced resilience and superior coping mechanisms.
(B) a tendency to form unusually secure attachments in adulthood.
(C) difficulties with emotional regulation and increased risk for psychopathology.
(D) a complete lack of memory regarding the traumatic events.

264. What common environmental factor does the passage identify as enabling both child abuse and domestic violence?
(A) High levels of community intervention and support.
(B) Economic prosperity and social stability.
(C) Strict legal frameworks with severe penalties for perpetrators.
(D) Cultural norms that ignore or tacitly condone the violence.

265. The source conceptualizes the trauma from child abuse and domestic violence as a form of social suffering because it is:
(A) a problem rooted in and sustained by broader social dynamics.
(B) exclusively a private, familial matter with no societal relevance.
(C) easily resolved through individual therapy alone.
(D) a condition that only affects the immediate victim.

Direction : Please read the following source carefully.

Peace psychology, as a field, critically examines the psychological dimensions of violence and non-violence, particularly at the macro level involving

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groups, nations, and cultures. Violence at this scale is not merely an aggregation of individual aggressive acts but a complex phenomenon rooted in group identity, intergroup threat perception, and dehumanizing ideologies. Macro-level violence often involves structural violence, where social systems and institutions inflict harm by preventing people from meeting their basic needs. It also encompasses direct collective violence, such as war and terrorism, which is psychologically fueled by processes like groupthink, obedience to authority, and moral disengagement. In contrast, non-violence is not passive submission but an active and strategic approach to conflict. It involves psychological principles such as empathy, perspective-taking, and the humanization of the 'other'. Non-violent movements aim to disrupt unjust systems by refusing to cooperate, while simultaneously appealing to the conscience of the oppressor and a wider audience. The core of this approach is to transform conflict dynamics from a zero-sum game of domination to a positive-sum quest for mutual understanding and justice. Thus, peace psychology provides a framework for analyzing the psychological drivers of large-scale conflict and for promoting non-violent alternatives grounded in human connection and a shared sense of justice.

Based on the above source, attempt the following five questions.

266. Which of the following is described in the passage as a psychological process that fuels direct collective violence?
(A) Empathy and perspective-taking.
(B) Moral disengagement and obedience to authority.
(C) Humanization of the 'other'.
(D) Pursuit of mutual understanding.

267. The paragraph distinguishes non-violence from passive submission by defining it as:
(A) a method of avoiding conflict at all costs.
(B) an active and strategic approach to disrupting injustice.
(C) a strategy of violent retaliation against oppressors.
(D) a passive acceptance of an unjust social order.

268. According to the source, "structural violence" at the macro level refers to:
(A) harm inflicted by social systems that prevent people from meeting basic needs.
(B) isolated incidents of interpersonal aggression.
(C) the psychological trauma experienced by soldiers in combat.
(D) direct physical attacks between rival political groups.

269. The ultimate goal of the non-violent approach, as described in the passage, is to:
(A) establish the moral superiority of one group over another.
(B) achieve total domination over the opposing party.
(C) transform conflict into a search for mutual understanding and justice.
(D) punish oppressors through social and economic isolation.

270. Peace psychology examines violence at the macro level by focusing on:
(A) individual aggressive tendencies in isolation.
(B) the aggregation of singular criminal acts.
(C) genetic predispositions towards aggression.
(D) group identity, threat perception, and dehumanizing ideologies.

Direction : Please read the following source carefully.

Within the domain of peace psychology, conflict resolution at the macro level involves systematic interventions designed to de-escalate and transform large-scale disputes between groups, communities, or nations. A critical element in this process is the role of the media. The media can function as a significant barrier to peace by employing biased reporting, sensationalism, and propaganda, which can exacerbate intergroup hostility, reinforce negative stereotypes, and create a climate of fear and mistrust. By framing a conflict as a zero-sum game where only one side can win, the media can escalate tensions and mobilize populations for war. Conversely, the media can play a powerful and constructive role in conflict resolution. This involves a shift towards 'peace journalism,' where reporting is balanced, contextualized, and focused on highlighting common ground and non-violent solutions. The

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media can facilitate resolution by providing a platform for dialogue between conflicting parties, humanizing the 'other' side by sharing personal stories, and educating the public about the complexities of the conflict and the potential for peaceful outcomes. An effective media role in conflict resolution, therefore, requires a conscious effort to move away from a pro-conflict bias towards reporting that actively promotes understanding, empathy, and the possibility of reconciliation at a macro level.

Based on the above source, attempt the following five questions.

271. According to the passage, how can the media act as a barrier to peace?
(A) By providing balanced and contextualized reporting.
(B) By giving a platform for dialogue between opposing sides.
(C) By using biased reporting, sensationalism, and propaganda.
(D) By humanizing the 'other' side through personal stories.

272. "Peace journalism," as described in the source, is characterized by:
(A) focusing exclusively on the violent aspects of a conflict.
(B) reporting that is balanced and highlights non-violent solutions.
(C) framing the conflict as a zero-sum game.
(D) reinforcing negative stereotypes to create a clear narrative.

273. Which of the following is presented as a constructive role for the media in macro-level conflict resolution?
(A) Escalating tensions to force a rapid conclusion.
(B) Mobilizing the population of one side against the other.
(C) Creating a climate of fear and mistrust to discourage violence.
(D) Educating the public about the conflict's complexities and potential for peace.

274. The passage suggests that framing a conflict as a "zero-sum game" by the media is likely to:
(A) escalate tensions and mobilize populations for war.
(B) facilitate peaceful dialogue and negotiation.
(C) encourage empathy between the conflicting parties.
(D) lead to a quick and mutually beneficial resolution.

275. What is the central theme of the passage regarding the media's role in conflict?
(A) The media is inherently and exclusively a force for escalating conflict.
(B) The media has no significant influence on macro-level conflicts.
(C) The media has a dual potential to either exacerbate or help resolve conflict.
(D) The media's primary role is to entertain, not to influence conflict dynamics.

Direction : Please read the following source carefully.

The psychological study of wellbeing and self-growth distinguishes between two fundamental approaches: hedonic and eudemonic wellbeing. The hedonic view, with roots in early philosophical thought, equates wellbeing with the pursuit of pleasure and the avoidance of pain. From this perspective, a good life is one filled with positive affect, happiness, and satisfaction with life, while minimizing negative affect and discomfort. It is primarily concerned with subjective feelings of happiness and the maximization of pleasant experiences. In contrast, the eudemonic approach posits that true wellbeing is found not merely in feeling good, but in functioning well and realizing one's full potential. Drawing from Aristotelian philosophy, eudemonic wellbeing emphasizes concepts such as personal growth, purpose in life, self-actualization, and the pursuit of virtue. It involves engaging in meaningful activities and challenges that foster development, even if they do not always produce immediate pleasure. While hedonic and eudemonic wellbeing are conceptually distinct, they are often empirically related; a life of meaning and purpose (eudemonia) frequently leads to feelings of happiness (hedonia). However, the eudemonic perspective argues that a life focused solely on hedonic pursuits without a deeper sense of purpose may ultimately feel empty and unfulfilling.

Based on the above source, attempt the following five questions.

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stress.

290. The passage implies that psychological interventions are crucial in health because:
(A) they can help modify the behavioral patterns linked to chronic diseases.
(B) all diseases are purely psychosomatic in origin.
(C) they are a substitute for all medical treatments.
(D) they can alter an individual's genetic risk factors.

Direction : Please read the following source carefully.

Psychoneuroimmunology (PNI) is an interdisciplinary field that investigates the complex interactions between psychological processes, the nervous system, and the immune system. A core tenet of PNI is that the mind and body are intricately linked, and psychological states, such as stress and emotion, can directly influence immune functioning. This has profound implications for understanding health and disease. For instance, in the context of cancer, chronic stress has been shown to affect the progression of the disease. Psychological stress can lead to the release of hormones like cortisol, which can suppress the activity of immune cells, such as natural killer (NK) cells, that are responsible for detecting and destroying tumor cells. This doesn't mean stress causes cancer, but it may compromise the body's ability to fight it. Similarly, in the case of HIV/AIDS, psychological factors play a crucial role. High levels of stress, depression, and lack of social support have been associated with a more rapid progression from HIV to AIDS and a faster decline in immune system cells (CD4 T-cells). Conversely, positive psychological states and stress-management interventions can have a beneficial effect on immune parameters, potentially slowing disease progression. PNI thus provides a scientific basis for biopsychosocial models of health, highlighting how psychological interventions can be integral to managing chronic illnesses like cancer and HIV/AIDS.

Based on the above source, attempt the following five questions.

291. What is the primary focus of Psychoneuroimmunology (PNI)?
(A) The study of neurological disorders in isolation from the rest of the body.
(B) The analysis of the immune system without regard to psychological factors.
(C) The investigation of interactions between psychological, nervous, and immune systems.
(D) The exclusive use of psychological therapy to cure all diseases.

292. According to the passage, how can chronic stress affect cancer progression?
(A) By suppressing immune cells responsible for destroying tumor cells.
(B) By directly causing the initial formation of cancer cells.
(C) By strengthening the immune system's response to tumors.
(D) By having no measurable effect on the body's biology.

293. In the context of HIV/AIDS, the passage suggests that high levels of stress are associated with:
(A) a slower progression of the disease.
(B) an increase in the number of immune system cells.
(C) a complete cure from the virus.
(D) a more rapid decline in immune functioning.

294. The passage indicates that stress hormones like cortisol can have what effect on the immune system?
(A) They enhance the activity of all immune cells.
(B) They can suppress the functioning of certain immune cells.
(C) They have no interaction with the immune system.
(D) They exclusively target and destroy viruses.

295. The overall conclusion that can be drawn from the passage about PNI is that:
(A) diseases like cancer and HIV/AIDS are purely psychological.
(B) the mind and body operate as two completely separate and unrelated systems.
(C) psychological states can significantly influence the body's immune response and disease course.
(D) medical treatments for chronic illness are ineffective and should be replaced by

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283. According to the source, resilience is best understood as:
(A) an unchangeable personality trait possessed by only a few individuals.
(B) a dynamic process of adaptation that can be learned and developed.
(C) the complete absence of stress or adversity in one's life.
(D) a state of psychological vulnerability following a traumatic event.

284. Which of the following is described as a potential outcome of Post-Traumatic Growth?
(A) A greater appreciation for life and improved relationships.
(B) A diminished sense of personal strength.
(C) A return to precisely the same state as before the trauma.
(D) An inability to cope with future stressors.

285. The passage implies that cultivating character strengths can lead to:
(A) increased vulnerability to trauma.
(B) a decrease in overall resilience.
(C) an enhancement of personal wellbeing.
(D) a focus on materialistic goals.

Direction : Please read the following source carefully.

The field of health psychology emphasizes the critical role of behavior in the onset, progression, and management of health and illness. A central focus is the distinction between health-promoting behaviors and health-compromising behaviors. Health-promoting behaviors are actions individuals take to enhance or maintain their health, such as engaging in regular physical activity, adhering to a balanced diet, getting adequate sleep, and managing stress effectively. Conversely, health-compromising behaviors are habits that undermine or harm one's health, including smoking, excessive alcohol consumption, a sedentary lifestyle, and poor dietary choices. The impact of these behaviors is particularly evident in the context of chronic diseases. For instance, lifestyle factors are major contributors to the development of hypertension and coronary heart disease, where diets high in sodium and saturated fats, coupled with a lack of exercise, significantly increase risk. Similarly, Type 2 diabetes is strongly linked to obesity and physical inactivity. This demonstrates that many chronic diseases, which are leading causes of mortality and morbidity worldwide, are not solely biological inevitabilities but are substantially influenced by an individual's long-term behavioral patterns and lifestyle choices. Therefore, psychological interventions aimed at modifying these behaviors are a cornerstone of modern disease prevention and health promotion strategies.

Based on the above source, attempt the following five questions.

286. According to the passage, health-compromising behaviors are best defined as:
(A) actions taken to enhance or maintain good health.
(B) behaviors that have no significant impact on chronic diseases.
(C) genetic predispositions towards illness and disease.
(D) habits that undermine or are detrimental to one's health.

287. The source directly links which of the following chronic diseases to lifestyle factors like diet and physical inactivity?
(A) Type 1 Diabetes and genetic disorders.
(B) Influenza and other infectious diseases.
(C) Hypertension, Coronary Heart Disease, and Type 2 Diabetes.
(D) Acute injuries and accidents.

288. What is the main argument of the passage regarding chronic diseases?
(A) They are purely biological and cannot be influenced by behavior.
(B) They are substantially influenced by long-term lifestyle choices.
(C) They are exclusively caused by environmental pollution.
(D) They are best treated solely with pharmacological interventions.

289. Which of the following is an example of a health-promoting behavior mentioned in the source?
(A) Smoking and excessive alcohol consumption.
(B) Maintaining a sedentary lifestyle.
(C) Ignoring symptoms of illness.
(D) Adhering to a balanced diet and managing

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276. Which of the following best defines hedonic wellbeing as described in the passage?
(A) The experience of positive affect and satisfaction with life.
(B) The pursuit of personal growth and self-actualization.
(C) A life characterized by purpose, meaning, and virtue.
(D) Engagement in challenging activities that foster development.

277. The eudemonic approach to wellbeing is primarily concerned with:
(A) maximizing pleasant experiences and minimizing pain.
(B) achieving a state of constant happiness and positive emotion.
(C) avoiding challenges that might cause discomfort.
(D) functioning well, realizing potential, and finding purpose.

278. What is the relationship between hedonic and eudemonic wellbeing according to the source?
(A) They are mutually exclusive and cannot coexist.
(B) They are conceptually distinct but can be empirically related.
(C) Eudemonic wellbeing is a less important component of hedonic wellbeing.
(D) Hedonic wellbeing is the ultimate goal of the eudemonic pursuit.

279. The passage suggests that a life focused exclusively on hedonic pursuits might be perceived as:
(A) ultimately more meaningful and virtuous.
(B) the highest form of self-actualization.
(C) empty and unfulfilling in the long run.
(D) the most effective path to personal growth.

280. The philosophical roots of eudemonic wellbeing are attributed to:
(A) modern positive psychology theories.
(B) early behavioral psychology.
(C) existentialist thought.
(D) Aristotelian philosophy.

Direction : Please read the following source carefully.

Within the framework of wellbeing and self-growth, the concepts of character strengths, resilience, and post-traumatic growth (PTG) offer critical insights into human flourishing. Character strengths are understood as positive, morally valued traits that are seen as the building blocks of a fulfilling life. These strengths, such as courage, kindness, wisdom, and perseverance, are not merely assets but are integral to one's identity and can be intentionally cultivated to enhance wellbeing. Resilience is the dynamic process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. It is not an extraordinary trait found in a few, but rather a common capacity that involves behaviors, thoughts, and actions that can be learned and developed. Resilience allows an individual to "bounce back" from difficult experiences. Taking this concept a step further, Post-Traumatic Growth (PTG) refers to the positive psychological change that is experienced as a result of a struggle with major life crises or traumatic events. Unlike resilience, which implies a return to a previous state of functioning, PTG involves a fundamental positive transformation, often leading to a greater appreciation of life, improved relationships, a heightened sense of personal strength, and a richer spiritual life.

Based on the above source, attempt the following five questions.

281. How does the passage define "character strengths"?
(A) Positive, morally valued traits that are integral to identity.
(B) Innate talents that cannot be changed or developed.
(C) Negative traits that one must overcome for self-growth.
(D) Coping mechanisms used only during times of stress.

282. The primary distinction made between resilience and Post-Traumatic Growth (PTG) is that:
(A) resilience is rare while PTG is common.
(B) resilience involves "bouncing back" while PTG involves transformative positive change.
(C) PTG is a return to baseline functioning while resilience is an improvement upon it.
(D) resilience is a passive process while PTG is an active one.

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therapy.

Direction : Please read the following source carefully.

The interface between psychology and technology is a rapidly expanding area of study, addressing how digital advancements influence human behavior, cognition, and social interaction. One key area is digital learning, which leverages technology to create flexible and personalized educational experiences but also raises psychological questions about cognitive load, student engagement, and the development of self-regulated learning skills. A related social dimension is digital etiquette, or 'netiquette,' which refers to the informal code of conduct for respectful and appropriate online communication. The absence or violation of this etiquette can lead to negative phenomena such as cyberbullying—the use of digital communication to bully a person, typically by sending intimidating or threatening messages. Cyberbullying has severe psychological implications, including depression, anxiety, and low self-esteem for the victim. Another concerning area is the consumption of cyber pornography, which has psychological implications related to addiction, distorted perceptions of sexuality, and potential negative impacts on real-life relationships. Given these risks, a crucial protective factor is parental mediation of digital usage. This involves parents actively monitoring, discussing, and setting rules around their children's online activities to mitigate exposure to harmful content like cyberbullying and pornography, and to foster responsible digital citizenship.

Based on the above source, attempt the following five questions.

296. According to the passage, what is "digital etiquette"?
(A) A legally binding set of rules for internet use.
(B) The hardware and software required for online communication.
(C) A psychological disorder related to excessive internet use.
(D) The informal code of conduct for respectful online interaction.

297. The passage identifies cyberbullying as having which of the following psychological implications for victims?
(A) Depression, anxiety, and low self-esteem.
(B) Improved social skills and increased confidence.
(C) A stronger sense of community with online peers.
(D) Enhanced academic performance due to increased focus.

298. "Parental mediation of digital usage" is described in the source as a strategy to:
(A) encourage unrestricted and unmonitored internet access for children.
(B) monitor and set rules for children's online activities to mitigate risks.
(C) completely block children from using any form of digital technology.
(D) teach children how to engage in cyberbullying effectively.

299. Which of the following is mentioned as a psychological concern related to digital learning?
(A) The over-reliance on traditional teaching methods.
(B) Issues of cognitive load and student engagement.
(C) The lack of access to any form of technology in schools.
(D) The complete elimination of social interaction among students.

300. The passage suggests that the consumption of cyber pornography can have psychological implications such as:
(A) leading to addiction and distorted perceptions of sex.
(B) fostering healthier real-life relationships.
(C) promoting a more realistic view of sexuality.
(D) decreasing the incidence of cyberbullying.

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16. (B) A social change strategy that rejects the use of physical force and harm.
Non-violence is an active social change strategy that involves a principled rejection of physical force and harm to others. It is not a passive acceptance of injustice but rather a courageous method of using moral and psychological influence to achieve goals. Methods like civil disobedience and peaceful protest are used to challenge oppression and promote social justice. This approach seeks to transform conflict through ethical means rather than destructive aggression or coercion.

17. (B) An argument between two siblings over a toy.
Macro-level conflicts involve large-scale social groups, such as ethnic communities, political movements, or entire nations. Examples include border disputes, sectarian violence, and protests demanding systemic change within a country. In contrast, an argument between siblings over a toy is a micro-level interpersonal dispute, as it involves a very small number of individuals in a private setting. Distinguishing between these levels is necessary for applying the correct conflict resolution strategies in psychological and social work.

18. (A) 1, 2 and 4
Media significantly influences the trajectory of social conflicts through its framing and reporting styles. Inflammatory language and biased coverage can escalate tensions, whereas peace journalism seeks to de-escalate hostility by promoting understanding and common ground. Focusing exclusively on violence and casualties tends to worsen conflicts by reinforcing negative stereotypes. Recognizing these dynamics allows for the promotion of media practices that support constructive dialogue and help in achieving sustainable resolutions to complex social disputes.

19. (C) Macro-level conflict resolution
Macro-level conflict resolution focuses on resolving large-scale disputes between communities, ethnic groups, or nations. Strategies like promoting intergroup contact, facilitating dialogue, and establishing shared goals are designed to address deep-seated tensions at a systemic level. This approach seeks to transform destructive relationships into constructive ones by addressing the underlying psychological and social causes of the conflict. It is a central application of peace psychology used to foster long-term stability and social harmony.

20. (D) Poverty - Exclusively an economic condition with no psychological impact.
Poverty is a complex social condition that encompasses both economic deprivation and significant psychological consequences. It is incorrect to view it solely as a financial state, as it frequently causes chronic stress, feelings of shame, and marginalization. These psychological factors can impact mental health and cognitive development over time. Understanding the intersection of economic status and psychological well-being is essential for creating effective social interventions that address the full experience of living in poverty.

21. (A) Both A and R are true and R is the correct explanation of A.
Media framing is a powerful tool that shapes how the public perceives a conflict. By highlighting common ground and humanizing all parties involved, the media can foster empathy and support for peaceful solutions. Conversely, biased reporting that dehumanizes the opposing side can lead to escalation and increased support for violence. Therefore, the constructive role of media is directly linked to its ability to influence perception and encourage dialogue rather than hostility between conflicting groups.

22. (B) Actions, words, or systems that cause social or environmental damage.
In the field of peace psychology, violence is defined broadly to include any actions, words, or systems that result in social, environmental, or psychological damage. This definition goes beyond direct physical harm to encompass structural inequalities and institutional policies that prevent people from meeting their basic needs. By understanding violence in this comprehensive way, psychologists can better address the root causes of suffering and develop more effective strategies for promoting positive and sustainable peace.

23. (B) P-2, Q-4, R-1, S-3
Psychological wellbeing consists of different dimensions focused on pleasure and meaning.

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influencing how they are perceived by the public. When applied to disability, it often leads to social exclusion, limited access to employment, and reduced life opportunities. The negative attributes attached by society create a cycle of devaluation and discrimination. Recognizing stigma as a social product helps in creating more inclusive environments for people with disabilities.

9. (C) Stigma
Stigma occurs when a person is labeled and devalued due to a specific characteristic, such as a chronic mental illness. This social mark often leads to feelings of being shunned and can create significant barriers to obtaining housing or employment. It reflects the negative attributes that society attaches to certain conditions, rather than the reality of the individual's capabilities. Addressing stigma is essential for improving the integration of marginalized individuals into community life.

10. (A) The experience of poverty is uniform across all cultures and individuals.
Poverty is a multifaceted condition that affects individuals and communities differently depending on their specific cultural and social contexts. It is not a uniform experience, as the psychological and social impacts vary based on available resources and societal support. While often linked to stress and mental health challenges, the degree of marginalization and the barriers to education or healthcare can differ significantly. Recognizing this diversity is important for effective social policy planning.

11. (B) 1, 3 and 4
Discrimination serves as the behavioral manifestation of prejudice, translating internal attitudes into unfair actions. Similarly, marginalization frequently results in significant resource deprivation for those on the social periphery. Cultural bias is a critical factor that can distort psychological assessments if the tools are not culturally sensitive. While stigma can target individuals, it is also frequently applied to entire social groups. Accurate knowledge of these processes is essential for promoting social equity.

12. (B) Discrimination based on gender
Gender discrimination occurs when individuals are treated unfairly or denied opportunities based on stereotypes about their sex. In professional settings, preferring men for leadership roles despite equal qualifications reflects deep-seated biases regarding natural leadership abilities. This behavior prevents women from reaching their full potential and maintains systemic inequality within the workforce. Addressing these discriminatory practices is vital for fostering meritocracy and achieving true equality in various professional and social environments.

13. (C) Human suffering linked to social forces like poverty and discrimination.
Social suffering encompasses the human distress and pain that result directly from oppressive social forces such as poverty, war, and systemic discrimination. This concept shifts the focus from purely individual psychological trauma to the structural causes of misery within a society. It highlights how political and economic systems can inflict profound suffering on large populations. Understanding social suffering is essential for developing comprehensive approaches to health that address both social and clinical needs.

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14. (D) Statement I is incorrect, but Statement II is correct.
Peace psychology investigates the psychological aspects of peace, conflict, and violence at various levels of society. It rejects the idea that violence is solely caused by individual personality defects, emphasizing instead the role of social systems and group dynamics. A major focus of this field is conflict resolution at a macro level, involving large-scale groups like communities and nations. This systemic approach helps in identifying sustainable solutions for maintaining long-term social harmony.

15. (B) 3, 1, 4, 2
The cycle of domestic violence often begins with a period of calm before shifting into a tension-building phase. This tension eventually leads to an acute abusive incident characterized by physical or emotional harm. Following the abuse, a reconciliation or honeymoon phase typically occurs, where the abuser may express regret or promise change. Understanding this predictable sequence is crucial for helping victims recognize patterns of abuse and for designing effective intervention and safety programs.

ANSWERS

1. (B) Cultural bias
Cultural bias involves the tendency to interpret and judge all phenomena through the specific lens of one's own cultural values and standards. This preconceived opinion often leads to unfair treatment or discrimination against those from different backgrounds. It is frequently not based on actual experience or logical reasoning but rather on internalized stereotypes. Such biases can significantly impact social interactions and institutional policies within diverse populations.

2. (C) Statement I is correct, but Statement II is incorrect.
Domestic violence encompasses a wide range of abusive behaviors used to maintain power and control within intimate relationships like marriage or dating. While physical harm is a major component, child abuse is not limited solely to physical actions. It also includes emotional maltreatment, sexual abuse, and chronic neglect. Recognizing the broad nature of these abuses is essential for accurate psychological assessment and effective legal intervention strategies.

3. (C) Marginalization
Marginalization is the social process through which specific individuals or groups are pushed toward the edges of society, resulting in limited access to resources and power. This status often leads to these groups being accorded lesser importance compared to the dominant center. It frequently involves systemic barriers that prevent full participation in economic, political, and social life. Understanding this concept is vital for addressing structural social inequalities.

4. (D) Social suffering
Social suffering refers to the collective distress and pain caused by powerful social forces like migration, poverty, and institutional discrimination. In this case, the family faces combined challenges of social exclusion, bullying, and economic hardship despite their professional qualifications. This concept highlights how individual misery is often a direct consequence of structural societal failures rather than personal defects. It emphasizes the intersection of sociology and psychological health.

5. (C) Age-appropriate discipline
Child abuse typically involves intentional physical harm, persistent emotional torment, or chronic neglect that causes significant damage to a minor. Legal and psychological frameworks distinguish these harmful actions from age-appropriate discipline, which is intended to guide behavior without inflicting trauma. While disciplinary methods vary across cultures, abuse is characterized by its detrimental impact on a child's safety and development. Understanding these distinctions is critical for child protection efforts.

6. (A) P-3, Q-2, R-1, S-4
Social concepts are defined by their specific impacts on human interaction and societal structure. Stigma acts as a mark of disgrace, while discrimination involves the unfair treatment of people based on prejudice. Marginalization describes the process of pushing groups to the periphery, and cultural bias refers to interpreting phenomena through a limited cultural lens. Accurate mapping of these terms is essential for analyzing complex social issues and developing interventions.

7. (D) Discrimination
Discrimination involves the behavioral act of treating individuals or groups unfairly based on characteristics like gender, disability, or migration status. Unlike prejudice, which is an internal attitude, discrimination manifests as visible actions that deny people equal opportunities or rights. This unequal treatment often results in significant social and psychological harm for the marginalized parties. It is a critical concept in understanding social justice and human rights within society.

8. (A) Both A and R are true and R is the correct explanation of A.
Stigma is a powerful societal construct that labels individuals with negative attributes, profoundly

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Hedonic wellbeing centers on the pursuit of pleasure and satisfaction, while eudemonic wellbeing focuses on self-actualization and meaning. Resilience is the capacity to bounce back from difficult life circumstances. Post-traumatic growth represents the positive psychological changes that can occur specifically after experiencing trauma. Mapping these concepts helps psychologists understand the diverse ways individuals achieve fulfillment and recover from various forms of life adversity.

24. (A) Hedonic wellbeing
Hedonic wellbeing is a perspective that defines happiness as the experience of pleasure and the absence of pain. Individuals focused on this type of wellbeing prioritize maximizing positive emotions, joy, and immediate satisfaction in their daily lives. This approach is often measured through subjective reports of life satisfaction and the frequency of positive affect. While important for emotional health, it is distinct from eudemonic wellbeing, which emphasizes deeper meaning and the realization of one's personal potential.

25. (C) Resilience
Resilience is the psychological capacity to adapt successfully to life challenges, especially in the face of significant social disadvantage or adverse conditions. It involves maintaining stable mental health and functioning despite experiencing stress or trauma. This ability is not a static trait but a dynamic process that can be developed through internal resources and environmental support. Understanding resilience helps in identifying factors that protect individuals from the negative impacts of hardship.

26. (A) Hedonic wellbeing focuses on 'feeling good', whereas Eudemonic wellbeing focuses on 'functioning well' and realizing potential.
Hedonic wellbeing centers on the subjective experience of happiness, emphasizing the presence of positive feelings and the avoidance of pain. In contrast, eudemonic wellbeing is concerned with functioning well, realizing one's true potential, and living a life of meaning and purpose. While hedonia relates to 'feeling good,' eudaimonia is more about 'living well' and personal growth. Distinguishing between these two concepts is fundamental to understanding the diverse components of human flourishing.

27. (A) 1 and 4
Character strengths are positive psychological traits that manifest in an individual's thoughts, feelings, and actions, contributing to a good life. Eudemonic wellbeing specifically focuses on finding purpose and achieving personal growth through self-realization. While trauma can lead to growth, it is not a universal outcome for everyone. Additionally, resilience is a dynamic process that can be developed over time rather than a fixed trait. Identifying these correct associations is essential for understanding concepts in positive psychology.

28. (B) Post-Traumatic Growth
Post-traumatic growth is a phenomenon where individuals experience positive psychological changes as a result of struggling with a highly challenging life crisis. This can manifest as an increased appreciation for life, deepened personal relationships, and a revised sense of purpose. It differs from resilience, which is about returning to a baseline level of functioning. In this case, the individual has grown beyond their previous state, finding new meaning and strength through the process of overcoming trauma.

29. (C) Maximization of pleasure and minimization of pain
Eudemonic wellbeing focuses on personal growth, purpose in life, and the realization of one's potential. It emphasizes virtues, environmental mastery, and meaningful engagement with the world. Maximizing pleasure and minimizing pain are the core focuses of hedonic wellbeing, not eudemonic wellbeing. Therefore, purely seeking comfort and satisfaction does not align with the eudemonic goal of living authentically and achieving excellence in functioning. Distinguishing these helps clarify the different pathways to achieving a fulfilling and balanced life.

30. (A) Both Statement I and Statement II are correct.
Character strengths are considered the essential psychological ingredients that enable individuals to lead a fulfilling and good life. Similarly, resilience is not a fixed quality but a set of skills and attitudes that can be learned and strengthened

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from potential online risks. While this approach limits exposure, it is often most effective when combined with other forms of mediation, such as discussion. Understanding different mediation styles helps in developing balanced parenting strategies that promote safe and responsible technology use for children and adolescents.

45. (A) 1 and 4
Cyberbullying is a unique form of harassment because it can occur at any time and allows perpetrators to remain anonymous, intensifying the victim's distress. Additionally, poor digital etiquette can have significant real-world consequences, damaging both personal and professional relationships. Contrary to some beliefs, digital learning can be highly flexible, and parental mediation involves more than just restricting access. Identifying these correct statements is crucial for understanding the complex social and psychological dynamics of the modern digital landscape and its challenges.

46. (D) Cyberbullying
Cyberbullying involves the use of digital platforms to repeatedly send threatening, humiliating, or harassing messages to another individual. In this case, the adolescent is being targeted by classmates via a social media app, which fits the definition of this behavior. Unlike traditional bullying, cyberbullying can follow a person home and reach a wide audience very quickly. Recognizing these incidents is vital for schools and parents to intervene effectively and provide necessary support to victims of online harassment.

47. (A) Providing a child with unrestricted and unmonitored internet access.
Parental mediation includes various active strategies to guide a child's internet use, such as co-viewing content, discussing online risks, and setting specific rules for device usage. Providing unrestricted and unmonitored access is not a form of mediation; rather, it represents a lack of parental guidance in the digital environment. Effective mediation aims to protect children while helping them develop the skills needed to navigate the internet safely. Balancing restriction with open communication is key to successful digital parenting.

48. (C) Statement I is correct, but Statement II is incorrect.
Digital learning environments are designed to be adaptive, often catering to the individual learning styles and paces of different students. This flexibility is one of the main advantages of technology-integrated education. However, digital etiquette is not an innate skill; it consists of social norms and conventions that must be taught and learned to ensure respectful online communication. Understanding these points helps in appreciating the potential of digital education while acknowledging the need for proactive guidance in online behavior.

49. (A) 1, 2, 3, 4
Macro-level conflict resolution typically follows a logical sequence aimed at achieving sustainable peace. It starts with identifying the root causes of the conflict to understand underlying grievances. This is followed by a ceasefire to de-escalate hostilities and create a safer environment for dialogue. Negotiation and mediation then take place between the conflicting parties to reach a compromise. Finally, peace agreements are implemented to formalize the resolution. Following this order is essential for transforming destructive conflicts into stable, long-term social harmony.

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50. (A) It can have psychological consequences and affect real-life relationships.
The consumption of cyber pornography is associated with significant psychological consequences and can negatively affect real-life interpersonal relationships. It is not considered a health-promoting behavior and has been linked to distorted sexual perceptions rather than increased wellbeing. While its impact varies among individuals, the potential for relational dissatisfaction and psychological distress is a major concern for mental health professionals. Understanding these implications is important for addressing the challenges that digital media can pose to personal development and healthy social connections.

51. (C) Social suffering
Social suffering refers to the distress, pain, and dysfunction that individuals and groups experience due to powerful social forces like discrimination, poverty, and political violence.

the primary way individuals can influence the progression of chronic diseases. Targeted lifestyle interventions are a core component of health psychology and effective disease management, emphasizing the importance of patient agency.

38. (B) Enhance immune functioning and improve quality of life.
In patients with conditions like HIV/AIDS, psychological interventions such as stress management are used to enhance immune functioning and improve overall quality of life. According to psychoneuroimmunology, reducing chronic stress can help prevent the suppression of immune cells, which is vital for managing the disease. These interventions complement medical treatments by addressing the psychological factors that influence physical health. The goal is to support the body's natural defenses and help the patient cope better with the challenges of illness.

39. (D) Influenza
Chronic diseases such as diabetes, hypertension, and coronary heart disease are frequently linked to lifestyle factors like diet, exercise, and stress. These conditions develop over a long period and are often preventable through healthy behaviors. Influenza, however, is an acute infectious disease caused by a virus and is not primarily a lifestyle-related chronic condition. Distinguishing between chronic lifestyle diseases and acute infections is important for understanding different approaches to prevention, treatment, and public health management in various populations.

40. (C) Statement I is correct, but Statement II is incorrect.
Health-compromising behaviors are actions that increase a person's risk of disease or injury, such as poor diet or lack of exercise. It is incorrect to claim that lifestyle has a negligible impact on chronic diseases like hypertension, as behavioral choices are actually major contributing factors. Recognizing the significant influence of daily habits on health outcomes is central to health psychology. Effective prevention strategies focus on encouraging health-promoting behaviors while discouraging those that compromise long-term physical and mental health.

41. (A) P-1, Q-3, R-4, S-2
The interface between psychology and technology involves several key terms. Cyberbullying is the use of electronic communication to harass others, while digital etiquette defines the norms of responsible online behavior. Digital learning refers to educational practices that effectively utilize technology. Parental mediation involves the various strategies parents use to manage and guide their children's internet experiences. Mapping these terms accurately is essential for understanding how digital environments impact human behavior, social development, and educational processes in the modern age.

42. (A) Digital etiquette
Digital etiquette, also known as netiquette, refers to the set of conventions and norms for polite and appropriate communication on the internet. It involves practicing respect, clarity, and professionalism when interacting with others through digital platforms like email and social media. Following these rules helps prevent misunderstandings and fosters a more positive online environment. Understanding digital etiquette is an essential skill for digital citizenship, ensuring that individuals can communicate effectively and responsibly in a globally connected world.

43. (D) Psychological and relational problems.
The consumption of cyber pornography can lead to various negative psychological and relational implications. Research suggests it may contribute to distorted views of sexuality, increased dissatisfaction with real-life partners, and potential relational conflict. These outcomes contrast with health-promoting behaviors or those that enhance eudemonic wellbeing. Understanding the psychological impact of such content is important for clinical practice and for promoting healthy sexual attitudes and stable interpersonal relationships in an increasingly digital society where such material is easily accessible.

44. (B) Restrictive mediation
Restrictive mediation is a parental strategy that involves setting strict rules and using tools to control a child's access to digital content and screen time. This includes using filtering software or banning specific websites to protect the child

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inferior facilities for people with disabilities is a clear example of this practice, as it denies them equal access and status within society. This systematic exclusion creates significant social and psychological barriers for the affected individuals. Recognizing and challenging such discriminatory policies is essential for promoting social justice and ensuring that all members of society are treated with the dignity and respect they deserve, regardless of their physical abilities.

86. (B) P-3, Q-4, R-1, S-2
Social issues are often associated with specific challenges. Gender is frequently linked to stereotypes about roles, while poverty leads to marginalization and limited resource access. Disability is often met with stigma and physical accessibility barriers, and migration can result in cultural bias and acculturation stress. Mapping these concepts correctly is fundamental for understanding the diverse obstacles faced by different groups. This knowledge helps in developing targeted social policies and psychological interventions that address the unique needs of marginalized populations and promote a more inclusive society.

87. (D) It is a mark of disgrace that sets a person apart from others.
Stigma is defined as a mark of disgrace or a negative label that society attaches to individuals or groups based on a particular characteristic, such as a mental illness or a disability. This process sets the person apart and often leads to prejudice, social exclusion, and discrimination. Stigma is a social construct that can profoundly impact an individual's self-esteem and access to opportunities. Addressing stigma is essential for fostering a more accepting and supportive community where all individuals are valued for their inherent worth rather than their labels.

88. (A) Neglect
Neglect is a form of child abuse that involves the persistent failure of a caregiver to provide for a child's basic needs, such as adequate food, shelter, clothing, or essential medical care. While often less visible than physical abuse, neglect can have severe and long-lasting impacts on a child's physical and psychological development. It represents a significant violation of a child's right to safety and well-being. Recognizing neglect is crucial for early intervention and for ensuring that children grow up in supportive and healthy environments.

89. (A) 1 and 2
Cultural bias involves judging other cultures by the standards of one's own, often leading to misunderstandings. Marginalization is a widespread process that can affect people based on gender, poverty, disability, or migration status, pushing them to the fringes of society. Contrary to some beliefs, social suffering is deeply connected to societal structures rather than being purely individual, and domestic violence is recognized as a major social issue. Understanding these correct associations is vital for analyzing the structural causes of inequality and for promoting social justice.

90. (A) Marginalization
Marginalization occurs when a group, such as migrants, is forced to live in underdeveloped areas with limited access to essential public services. This process pushes them to the periphery of society, restricting their economic opportunities and social integration. It is a systemic issue that creates and maintains inequality by denying specific populations full participation in community life. Identifying cases of marginalization is important for developing urban and social policies that aim to create more integrated and equitable living conditions for all residents, regardless of their background.

91. (D) It is a passive acceptance of the status quo.
Non-violent action is an active and strategic approach to achieving social or political change without using physical force. It is based on a principled rejection of violence and can involve methods like protests, boycotts, and civil disobedience. It is definitely not a passive acceptance of the status quo; rather, it requires significant courage and discipline to challenge injustice through moral and psychological means. Understanding this distinction is essential for recognizing the power of peaceful resistance as a tool for promoting human rights and sustainable social transformation.

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This concept emphasizes that human suffering is often a product of structural societal issues rather than just individual psychological problems. It highlights the intersection between social conditions and mental health. Understanding social suffering is crucial for developing policies and interventions that address the root social causes of trauma and hardship in vulnerable and marginalized populations.

52. (A) Both A and R are true and R is the correct explanation of A.
Cultural bias in psychological testing occurs because many assessments are developed within a specific cultural context and may rely on assumptions or norms that are not universal. When these tests are applied to individuals from different backgrounds, they can produce inaccurate results that do not reflect the person's true abilities or mental state. This bias can lead to misdiagnosis and unfair treatment. Recognizing the limitations of standardized tests is essential for ensuring fair and culturally sensitive psychological practice across diverse populations.

53. (C) Social Suffering
Social suffering is demonstrated when a group, like refugees, experiences a complex web of problems—including anxiety, loss of status, and integration difficulties—due to large-scale social forces like war and displacement. This distress is not just an individual psychological reaction but a direct consequence of their social and political environment. The concept helps explain how systemic issues impact the mental health and well-being of entire communities. Addressing social suffering requires solutions that consider both psychological support and social justice.

54. (B) It occurs only in low-income families.
Domestic violence is a pervasive issue that involves a pattern of abusive behaviors used to establish power and control over an intimate partner. It can take many forms, including physical, emotional, sexual, and financial abuse, and it affects both men and women. It is incorrect to claim it occurs only in low-income families, as it happens across all socioeconomic backgrounds. Understanding that domestic violence is not limited by income is essential for providing effective support and intervention to all victims.

55. (D) All of the above
Discrimination and its consequences manifest in many ways across society, including being denied employment based on ethnicity or facing government policies that favor one gender. It also includes the social exclusion resulting from stigma and the marginalization of communities through poor urban planning. Biased news reporting further reinforces these issues by shaping negative public perceptions. Recognizing all these examples is important for understanding how systemic inequality operates and for developing comprehensive strategies to promote social justice and equal treatment for everyone.

56. (A) Marginalization
Marginalization is the social process of pushing individuals or groups to the periphery of society, thereby limiting their power and access to essential resources. This can occur based on various factors such as poverty, disability, or minority status. Those who are marginalized are often excluded from full participation in social, economic, and political life. Understanding marginalization is crucial for addressing the structural inequalities that prevent certain groups from achieving well-being and for fostering a more inclusive and equitable society for everyone.

57. (C) Stigma
Stigma involves the social rejection and devaluation of individuals based on a specific characteristic, such as a mental health condition. When a student is ostracized by their peers after a diagnosis, they are experiencing the direct negative effects of this societal mark of disgrace. Stigma creates a barrier to social support and can worsen the individual's psychological distress. Addressing stigma through education and awareness is essential for creating supportive environments where individuals feel accepted regardless of their health status.

58. (C) Statement I is correct, but Statement II is incorrect.
In peace psychology, non-violence is seen as an active and courageous strategy for social change, requiring significant discipline and commitment. It is not a passive state but a proactive way to challenge injustice. Additionally, the role of media in conflicts is not always negative; it has

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getting adequate sleep, attending regular health screenings, and practicing safe sex. These habits support bodily functions and prevent long-term health complications. In contrast, behaviors like binge drinking and eating a high-sugar diet are health-compromising. Adopting a consistent routine of health-promoting behaviors is essential for achieving overall wellbeing and is a major goal of preventative healthcare and health education programs.

73. (C) Psychoneuroimmunology
Psychoneuroimmunology is the specialized field that investigates how psychological factors, such as stress or emotions, can influence the immune system's response to serious diseases like cancer. This research explores the biological pathways through which mental states affect the body's natural defenses. By understanding these interactions, scientists can develop psychological interventions that may support the immune system and improve health outcomes. This field is crucial for demonstrating the real-world impact of the mind-body connection and for integrating psychological support into medical treatment plans.

74. (A) HIV/AIDS - Regular physical exercise
Most chronic diseases have well-known lifestyle risk factors, such as sedentary behavior for coronary heart disease and high sodium for hypertension. However, regular physical exercise is not a risk factor for HIV/AIDS; it is generally a health-promoting behavior that can support the immune system. HIV/AIDS is caused by a virus, though lifestyle choices like safe sex practices are vital for its prevention. Correctly pairing diseases with their risk factors is essential for understanding health psychology and for developing effective public health education and intervention programs.

75. (A) 1, 2, 3, 4
The psychoneuroimmunological process typically follows a specific sequence where chronic psychological stress first triggers the endocrine system to release hormones like cortisol. These hormones, in turn, can weaken the immune system's ability to monitor and fight off threats. As a result, the individual becomes more vulnerable to illnesses, such as infections or slower physical healing. Understanding this biological chain of events is important for demonstrating how mental well-being directly influences physical health and for justifying the use of stress-management techniques in medical care.

76. (C) Statement I is correct, but Statement II is incorrect.
Health-compromising behaviors like smoking often provide immediate rewards but carry significant long-term health risks. It is incorrect to label these as health-promoting. Furthermore, research in psychoneuroimmunology shows that the relationship between the brain and the immune system is bidirectional, meaning they influence each other. Mental states can affect immune function, and immune activity can also impact brain function and behavior. Recognizing this complex interaction is essential for a holistic understanding of health and for developing integrated approaches to medical and psychological treatment.

77. (C) Digital learning
Digital learning involves using technology to facilitate and enhance the educational process, such as shifting university courses to an online platform. This allows students to access lectures, submit assignments, and participate in forums at their own convenience, providing significant flexibility. This approach leverages digital tools to create an interactive learning environment that can transcend physical and temporal boundaries. Understanding digital learning is essential as it continues to transform traditional education, offering new opportunities for personalized and accessible learning experiences for students around the world.

78. (A) Both A and R are true and R is the correct explanation of A.
Cyberbullying is often considered more severe than traditional bullying because online platforms allow for perpetrator anonymity and provide a wide, persistent audience. The 24/7 nature of the internet means that harassment can happen anytime, intensifying the victim's feelings of helplessness and persecution. These factors create a unique psychological burden that can lead to profound emotional distress. Recognizing these intensified risks is crucial for developing effective prevention and support

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comes from 'living well' according to one's values rather than just seeking pleasure. Understanding this philosophical background helps clarify why eudaimonia is considered a distinct and essential dimension of human flourishing, focusing on growth, meaning, and authentic living.

66. (A) Speaking out against an injustice despite potential social backlash.
Bravery is a character strength that involves the willingness to act on one's convictions despite fear or potential social backlash. An excellent example is speaking out against an injustice even when it is difficult or unpopular to do so. This strength is not about the absence of fear but about the presence of courage to do what is right. Cultivating such virtues is central to achieving eudemonic wellbeing, as it allows individuals to live authentically and contribute positively to social justice and community integrity.

67. (C) Resilience
Resilience is the ability to adapt positively to significant life stressors or setbacks, such as losing a job. A person demonstrates resilience when they use such an event as an opportunity for personal growth or retraining in a new field. It involves utilizing internal strengths and external support to maintain effective functioning and move forward. Understanding resilience is important because it highlights the human capacity to not only recover from hardship but also to find constructive paths forward in the face of adversity.

68. (D) A diminished sense of personal strength.
Post-traumatic growth involves positive changes in several domains, such as an increased appreciation for life, stronger relationships, and a new sense of purpose or life philosophy. It is also characterized by an enhanced sense of personal strength. Therefore, a diminished sense of personal strength is not a recognized outcome of this process; instead, individuals often feel more capable after struggling with a crisis. Recognizing these specific domains of growth helps clinicians support individuals in finding meaning and positive transformation after experiencing traumatic life events.

69. (D) Statement I is incorrect, but Statement II is correct.
Hedonic and eudemonic wellbeing are not mutually exclusive; individuals can experience both pleasure and a deep sense of meaning in their lives. While they are distinct concepts, they often correlate to form a complete picture of flourishing. Additionally, character strengths are universally valued positive traits, like kindness or wisdom, that provide the foundation for a fulfilling and virtuous life. Recognizing that these elements can coexist allows for a more comprehensive understanding of human happiness and the various pathways to achieving personal growth.

70. (B) Resilience is about bouncing back to a previous state of functioning, while PTG is about growing beyond it.
The primary difference between resilience and post-traumatic growth is the level of functioning achieved after adversity. Resilience refers to an individual's ability to 'bounce back' to their previous state of functioning despite stress or trauma. Post-traumatic growth, however, involves 'bouncing forward,' where the individual experiences profound positive changes and reaches a higher level of functioning than before the event. Both concepts are important for understanding recovery, but growth implies a transformative process that adds new meaning and strength to the person's life.

71. (D) Chronic diseases like hypertension and CHD
Lifestyle factors, including a poor diet, lack of physical activity, and high levels of stress, are major contributors to the development of chronic diseases. These behaviors specifically increase the risk for conditions like hypertension and coronary heart disease. Unlike acute infectious diseases, these chronic conditions develop over time and are heavily influenced by daily habits. Promoting healthy lifestyle changes is a key strategy in health psychology for preventing these illnesses and improving the long-term physical well-being and life expectancy of individuals in modern society.

72. (B) 1, 3 and 5
Health-promoting behaviors are proactive actions that individuals take to maintain their health and reduce the risk of illness. Key examples include

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the potential to be constructive by promoting dialogue and understanding. Recognizing the active nature of non-violence and the dual potential of media is important for developing effective strategies for achieving sustainable and peaceful social resolutions.

59. (D) An economic system that perpetuates poverty and inequality.
Structural violence refers to the harm caused by social, economic, and political systems that prevent people from meeting their basic needs or achieving their full potential. An economic system that perpetuates poverty and inequality is a clear example, as it creates systemic suffering without a single, direct act of physical aggression. Understanding structural violence allows psychologists to address the broader social causes of distress and work toward systemic changes that promote social justice and long-term community health and well-being.

60. (B) P-4, Q-1, R-2, S-3
Various concepts in conflict and resolution can be illustrated by specific examples. Violence includes acts that cause physical or psychological harm, while non-violence is demonstrated through civil disobedience campaigns. Macro-level conflicts are represented by large-scale events like wars between nations. The media's role involves framing conflicts in ways that can either escalate tension or promote peace. Understanding these associations is fundamental for analyzing social disputes and for applying the correct psychological and strategic frameworks to achieve lasting and peaceful resolutions.

61. (C) To transform destructive conflicts into constructive relationships and sustainable peace.
The central goal of macro-level conflict resolution is to transform destructive conflicts into constructive relationships and sustainable peace. This process goes beyond temporarily stopping violence; it involves addressing the underlying grievances and building foundations for long-term cooperation between large groups or nations. It aims for a solution where all parties can coexist peacefully without the threat of renewed hostility. This systemic approach is essential for fostering global stability and ensuring the well-being of diverse populations affected by large-scale social disputes.

62. (D) Conflict resolution
When media outlets choose to highlight stories of cross-community cooperation and peace initiatives during a conflict, they are actively participating in conflict resolution. This approach, often called peace journalism, helps to de-escalate tensions by humanizing all sides and showing that peaceful coexistence is possible. It provides an alternative to narratives that focus solely on violence and casualties, which can fuel further hostility. Recognizing this potential allows media to become a powerful tool for fostering empathy and promoting sustainable peace in society.

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63. (B) 2 and 3
Peace psychology investigates both the causes of violence and the psychological conditions necessary for positive peace. It goes beyond the mere absence of war to explore how sustainable social harmony can be built. Macro-level conflict resolution in this field frequently utilizes mediation and negotiation to resolve disputes between large groups. Contrary to some misconceptions, non-violent action is a strategic and active form of resistance, not passive surrender. These core principles are essential for understanding how to promote long-term social stability and justice.

64. (B) Hedonic wellbeing
Hedonic wellbeing is characterized by the experience of happiness, contentment, and a high balance of positive emotions in one's life. It focuses on the pursuit of pleasure and the achievement of satisfaction through positive affect. This perspective views well-being as the subjective feeling of 'goodness' in the moment and across life experiences. While different from the meaning-focused eudemonic approach, hedonic wellbeing is a vital component of mental health, reflecting how individuals subjectively evaluate and enjoy their own lives and experiences.

65. (A) Both A and R are true and R is the correct explanation of A.
Eudemonic wellbeing is achieved by living a life of purpose and realizing one's full potential through self-actualization. This concept is deeply rooted in Aristotelian philosophy, which emphasizes the importance of virtue and excellence in human functioning. It suggests that true happiness

systems to protect individuals from the harmful impacts of bullying in the digital age.

79. (A) Typing messages in all capital letters, which is perceived as shouting.
Poor digital etiquette involves online behaviors that are perceived as disrespectful or disruptive, such as typing in all capital letters, which is the digital equivalent of shouting. In contrast, behaviors like citing sources, muting microphones during large meetings, and being mindful of others' privacy are examples of good digital etiquette. Following these social norms helps ensure clear, respectful, and professional communication in digital environments. Cultivating good netiquette is an essential skill for navigating the social complexities of the internet and maintaining positive online relationships.

80. (B) Active (or evaluative) mediation
Active or evaluative mediation occurs when a parent sits with their child to watch or use digital content and discusses its meaning and implications. This strategy focuses on guiding the child's understanding and helping them develop critical thinking skills about what they encounter online. Unlike restrictive mediation, which simply blocks access, active mediation involves open communication and shared experiences. This approach is highly effective in helping children navigate the digital world safely while also fostering a stronger parent-child relationship through meaningful interaction and guidance.

81. (B) 2 and 3
Technology has a multifaceted impact on psychology, as seen in parental mediation, which includes strategies like discussion and co-use rather than just simple restriction. Additionally, digital learning offers the advantage of providing personalized educational experiences for various learners. Conversely, cyberbullying can have long-term negative effects, and digital etiquette remains crucial for professional communication. Identifying these correct statements is important for understanding the balanced reality of our technology-driven world, where both benefits and challenges must be carefully managed to support healthy psychological and social development.

82. (B) Perpetrator anonymity and the persistence of online material.
Cyberbullying is distinct from traditional bullying because it is not confined to physical locations like schoolyards and can happen at any time. Key characteristics include perpetrator anonymity and the persistence of harmful online material, which can be viewed by many people over a long period. It is also rarely a one-time event, often involving repeated harassment. Understanding these unique features is essential for identifying cyberbullying and for developing appropriate psychological and legal responses to protect victims in the increasingly pervasive digital environment.

83. (C) Digital Etiquette
Digital etiquette, or netiquette, consists of the unwritten rules and social norms that guide polite and respectful communication in online environments. This includes how individuals interact via email, social media, and discussion forums. Practicing good digital etiquette helps prevent conflict and fosters a more cooperative and professional digital community. As technology becomes more integrated into daily life, understanding and applying these norms is essential for effective digital citizenship and for maintaining healthy personal and professional connections in the vast and diverse online world.

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84. (D) Distorted sexual schemas and dissatisfaction with real-life partners.
A major psychological concern regarding the consumption of cyber pornography is its potential to distort an individual's sexual schemas and create dissatisfaction with real-life partners. Regular exposure can lead to unrealistic expectations about sexual behavior and bodies, which can negatively impact intimate relationships and personal well-being. This issue highlights how digital content can influence cognitive perceptions and social interactions. Understanding these risks is important for clinical psychologists and educators in promoting healthy attitudes toward sexuality and encouraging realistic expectations in interpersonal life.

85. (C) Discrimination
Discrimination occurs when individuals are treated unfairly based on specific characteristics, such as disability. Providing separate and

through interventions and life experiences. Both concepts are central to positive psychology as they focus on building resources that help people thrive despite challenges. Recognizing their developmental nature allows for the creation of programs aimed at enhancing flourishing.

31. (A) Eudemonic wellbeing
Eudemonic wellbeing involves the pursuit of authenticity, excellence, and a deep sense of purpose in life. It is often described as 'living well' by realizing one's true potential and contributing to the greater good. This concept is rooted in the idea that fulfillment comes from meaningful activity and personal growth rather than just the experience of pleasure. Understanding eudaimonia provides a framework for exploring how individuals find lasting satisfaction through virtuous actions and a sense of self-actualization.

32. (B) Engaging in regular physical activity.
Health-promoting behaviors are actions individuals take to maintain or improve their physical and mental health while reducing the risk of disease. Engaging in regular physical activity is a primary example, as it strengthens the body and helps prevent chronic conditions. In contrast, behaviors like smoking or consuming high-sugar diets increase health risks. Maintaining a proactive approach through healthy habits is essential for long-term wellbeing and is a core focus of health psychology and preventative medical care.

33. (B) Sedentary behavior - Coronary Heart Disease
A sedentary lifestyle, characterized by a lack of regular physical activity, is a major risk factor for developing chronic conditions like coronary heart disease. Health behaviors directly influence physiological health over time. While high sodium is linked to hypertension rather than diabetes, and regular exercise helps prevent hypertension, sedentary behavior specifically weakens cardiovascular health. Identifying these correct associations between lifestyle choices and health outcomes is vital for designing effective public health strategies and encouraging more active daily routines.

34. (A) Psychoneuroimmunology
Psychoneuroimmunology is an interdisciplinary field that investigates the complex interactions between psychological processes, the nervous system, and the immune system. It explores how mental states, such as chronic stress or positive emotions, can influence the body's ability to resist disease. This field provides a scientific basis for understanding the mind-body connection and how psychological interventions can potentially improve physical health outcomes. It is a critical area of study for understanding the biological mechanisms through which behavior affects health.

35. (A) 1, 2, 3, and 5
Health-compromising behaviors are actions that significantly increase an individual's risk of developing diseases or sustaining injuries. Common examples include smoking, excessive alcohol use, unprotected sexual activity, and maintaining a sedentary lifestyle. These behaviors often provide immediate gratification but lead to long-term negative health consequences. In contrast, a balanced diet is a health-promoting behavior that supports bodily functions. Identifying these risks is the first step in behavior change interventions aimed at improving public health and reducing chronic illness.

36. (A) Both A and R are true and R is the correct explanation of A.
Chronic stress is known to negatively impact the immune system, making individuals more susceptible to various illnesses. The field of psychoneuroimmunology provides the scientific framework for this relationship, demonstrating how psychological factors can modulate immune functioning through nervous and endocrine system pathways. Specifically, stress triggers the release of hormones that can suppress immune cells. Understanding these biological pathways is essential for developing psychological interventions that help manage stress and support overall physical health and resistance to disease.

37. (C) Lifestyle and health behaviors
When a patient is diagnosed with Type 2 Diabetes, recommended changes like improving diet, increasing exercise, and monitoring blood sugar are focused on lifestyle and health behaviors. These actions are designed to manage the condition and prevent further health complications by modifying daily habits. These behaviors are

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92. (C) Statement I is correct, but Statement II is incorrect.
The media can play a constructive role in conflict resolution by providing a platform for dialogue between opposing groups and fostering mutual understanding. This contrasts with macro-level conflict resolution, which focuses on large-scale disputes between communities or nations rather than interpersonal arguments between two individuals. Recognizing the media's potential for peace-building is important for promoting responsible journalism. Understanding the different levels of conflict resolution allows for more effective application of psychological and strategic interventions to address disputes at both the individual and societal levels.

93. (C) Peace Psychology
Peace psychology is the field that focuses on the study of violence, non-violence, and conflict resolution at the level of groups, communities, and nations. It seeks to understand the psychological root causes of conflict and to develop strategies for building sustainable peace and social justice. This systemic approach distinguishes it from other branches of psychology that focus more on individual behavior. By examining large-scale social dynamics, peace psychology provides valuable insights into how to transform destructive intergroup relationships into constructive and peaceful ones for the future.

94. (A) Both A and R are true and R is the correct explanation of A.
The way media portrays a conflict significantly influences public perception and support for either war or peace. Media framing can dehumanize an opponent, making violence seem justified, or it can humanize all parties, fostering empathy and a desire for peaceful solutions. This influence makes the media a powerful actor in conflict dynamics. Understanding this relationship is crucial for promoting peace journalism, which aims to provide balanced reporting that encourages dialogue and highlights common ground, ultimately contributing to the resolution of large-scale social disputes and sustainable peace.

95. (A) Constructive disagreement and debate
In the broad framework of peace psychology, violence includes not only direct physical harm and psychological abuse but also structural inequalities that cause widespread suffering. These systems prevent people from meeting their basic needs and are considered a form of indirect violence. However, constructive disagreement and debate are not forms of violence; they are essential components of a healthy democracy and can actually lead to the peaceful resolution of conflicts. Distinguishing between destructive violence and productive conflict is vital for promoting positive and sustainable social change.

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96. (B) Resilience
Fostering resilience in a community after a natural disaster involves identifying collective strengths and promoting coping skills to help individuals adapt positively. This approach focuses on building the capacity to recover and function effectively despite the trauma experienced. It encourages a sense of community support, which is a key protective factor during crises. Understanding how to build resilience is essential for disaster management and psychological first aid, as it helps communities not only survive difficult events but also emerge stronger and more connected through shared support systems.

97. (B) Eudemonic wellbeing and Character strengths
Eudemonic wellbeing and character strengths are two concepts most closely related to the idea of living a good and meaningful life. Eudaimonia focuses on achieving fulfillment through purpose and the realization of one's potential, while character strengths provide the psychological foundation for virtuous and effective functioning. Together, these elements emphasize personal growth and authentic living. Recognizing the link between these concepts helps individuals and psychologists focus on building resources that lead to long-term satisfaction and the development of a resilient and flourishing character.

98. (A) Hedonic is about pleasure; Eudemonic is about purpose.
The primary distinction between hedonic and eudemonic approaches to wellbeing lies in their core focus. The hedonic approach defines happiness through the experience of pleasure and the maximization of positive emotions.

124. (B) PTG is the process of developing positive changes as a result of struggling with a major life crisis.
Post-traumatic growth is defined as the process of experiencing profound positive psychological changes as a result of struggling with a major life crisis. This can include an increased appreciation for life, deepened relationships, and new personal priorities. It is important to note that this growth does not mean the person is free from distress; rather, the growth occurs through the process of coping with that distress. Recognizing the potential for growth helps clinicians support trauma survivors in finding meaning and building a stronger sense of self.

125. (C) Health-promoting behaviors enhance wellbeing, while compromising behaviors detract from it.
The key difference between health-promoting and health-compromising behaviors lies in their impact on overall well-being. Health-promoting behaviors, such as exercise and a balanced diet, enhance well-being and reduce the risk of illness. In contrast, health-compromising behaviors, like smoking or a sedentary lifestyle, increase disease risk and detract from health. Understanding this distinction is fundamental for health psychology, as it allows for the development of interventions that encourage positive habits while discouraging those that have long-term negative consequences for physical and mental health.

126. (B) 1, 2, 3 and 5
Chronic conditions like diabetes, coronary heart disease, hypertension, and cancer are influenced by psychological states and behaviors, which are key focus areas in psychoneuroimmunology. This field studies how stress and other mental factors can modulate the immune system and impact the progression of these diseases. Identifying these connections is essential for a holistic approach to health. It emphasizes the importance of managing psychological well-being alongside medical treatment to improve long-term outcomes for patients dealing with these complex and often lifestyle-related chronic health conditions.

127. (C) Statement I is correct, but Statement II is incorrect.
Psychoneuroimmunology is the field that investigates the complex link between psychological processes, the nervous system, and the health of the immune system. This research demonstrates that our mental state can have tangible effects on our physical health. It is incorrect to claim that chronic diseases like Type 2 diabetes are unrelated to lifestyle; in fact, diet and exercise play crucial roles in their prevention and management. Understanding the interaction between behavior, psychology, and biology is essential for developing effective strategies for long-term health and disease prevention.

128. (B) Psychoneuroimmunology
Psychoneuroimmunology provides the scientific basis for interventions that use relaxation and coping strategies to help cancer patients manage stress. These techniques aim to reduce the physiological impact of stress on the immune system, potentially supporting the body's natural defenses during treatment. By addressing the psychological distress associated with a serious diagnosis, these interventions help improve the patient's overall quality of life and physical resilience. This approach illustrates the importance of the mind-body connection in medical care and the potential for psychological support to enhance health outcomes.

129. (B) Reading a traditional, physical textbook in a library.
Digital learning involves using technology to facilitate education, such as watching online lectures, participating in webinars, or using educational apps. These methods leverage digital tools to provide flexible and interactive learning experiences. Reading a traditional physical textbook in a library is not an example of digital learning, as it does not involve the use of technology to deliver or enhance the instructional content. Distinguishing between these methods helps in understanding the diverse ways that learners can access information and the specific role of technology in education.

130. (A) Active mediation
Active mediation is a parental strategy where caregivers discuss online content and safety with their children, helping them develop digital citizenship skills. By explaining why certain behaviors are hurtful or risky, the parent guides the child to navigate the internet responsibly. This approach relies on open communication

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105. (C) 3, 4 and 5
Psychoneuroimmunology investigates the biological pathways through which mental states, like stress, can affect physical health. Chronic diseases such as coronary heart disease, diabetes, and hypertension are significant examples of conditions heavily influenced by lifestyle choices and psychological factors. Furthermore, research has shown that stress can potentially impact the progression of serious illnesses like cancer. Identifying these connections is essential for a comprehensive understanding of health. It highlights the importance of integrating psychological interventions with medical care to address the complex factors that determine long-term outcomes.

106. (A) The set of social rules for respectful and appropriate online behavior.
In the context of the technology and psychology interface, digital etiquette refers to the set of social rules and norms that guide respectful and appropriate behavior in online environments. It involves practicing courtesy, professionalism, and clarity when communicating with others through digital platforms. Following these guidelines helps prevent online conflict and fosters a more positive and cooperative digital community. Understanding digital etiquette is an essential skill for modern digital citizenship, ensuring that technology is used in a way that supports healthy and respectful social interactions across all digital spaces.

107. (A) P-4, Q-3, R-2, S-1
Parental mediation includes several strategies to guide a child's technology use. Restrictive mediation involves setting rules about time and place, while active mediation involves discussing online content with the child. Co-use or co-viewing occurs when parents and children use digital media together, and technical mediation involves using filtering or blocking software. Mapping these strategies correctly is important for developing balanced parenting approaches. Combining these methods allows parents to protect their children while also helping them develop the skills and understanding needed to navigate the digital world responsibly.

108. (B) Perpetrator anonymity and the persistence of online material.
The primary characteristics that distinguish cyberbullying from traditional bullying are perpetrator anonymity and the persistence of harmful online material. Unlike bullying in a physical schoolyard, digital harassment can occur at any time and reach a massive audience almost instantly. The permanent nature of online posts can lead to prolonged distress for the victim. Recognizing these unique features is essential for developing effective strategies to prevent cyberbullying and for providing the necessary psychological and social support to those affected by these pervasive digital forms of aggression.

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109. (C) It is always superior to traditional face-to-face learning in all aspects.
Digital learning uses technology to facilitate education, offering benefits like flexibility in time and location. However, it often requires learners to have high levels of self-discipline and motivation to be successful. It is incorrect to state that digital learning is always superior to traditional face-to-face methods in all aspects, as both have their own unique advantages and challenges. Recognizing that digital education is a tool with specific requirements is important for designing effective learning experiences that meet the diverse needs of students in various contexts.

110. (D) Distorted sexual schemas and dissatisfaction with real-life partners.
A significant psychological implication of cyber pornography consumption is the risk of developing distorted sexual schemas and experiencing dissatisfaction with real-life partners. Regular exposure to unrealistic portrayals can lead to skewed perceptions of sexual behavior and body image, which may negatively impact intimate relationships and personal well-being. This issue highlights the potential for digital content to influence cognitive frameworks and social interactions. Understanding these risks is important for mental health professionals and educators in promoting healthy attitudes and realistic expectations regarding human sexuality and interpersonal connections.

In contrast, the eudemonic approach focuses on living a life of purpose, meaning, and self-realization. While one is about 'feeling good' in the moment, the other is about 'functioning well' and achieving one's true potential. Both are important for human flourishing, but they represent different pathways to achieving a balanced and satisfying life.

99. (A) 1, 2, 3, 4
Post-traumatic growth typically follows a chronological sequence starting with the experience of a traumatic event. This is followed by a period of distress where the individual engages in cognitive processing and sense-making. Through active coping strategies, the person works to integrate the trauma into their life story. Eventually, this process leads to reports of greater appreciation for life and changed priorities. Understanding this progression is important for supporting individuals through the difficult transition from trauma to a state of enhanced psychological strength and personal growth.

100. (D) PTG is a common outcome for everyone who experiences trauma.
Post-traumatic growth involves positive psychological changes that occur as a result of struggling with a major life crisis. It is a process that unfolds over time and can co-exist with symptoms of post-traumatic stress. However, it is incorrect to assume that it is a common outcome for everyone who experiences trauma. The degree of growth varies significantly among individuals based on their coping styles and support systems. Recognizing this variability is important for clinicians to provide personalized support and avoid creating unrealistic expectations for survivors of trauma.

101. (C) Sedentary lifestyle
A sedentary lifestyle is a classic example of a health-compromising behavior because it significantly increases the risk of developing chronic diseases like obesity and heart conditions. Unlike health-promoting behaviors like getting vaccinated or eating a balanced diet, which protect health, sedentary habits detract from physical well-being. Identifying such behaviors is the first step in creating interventions aimed at encouraging physical activity. Promoting an active lifestyle is a core goal of health psychology to improve long-term health outcomes and reduce the burden of preventable chronic illnesses.

102. (C) Statement I is correct, but Statement II is incorrect.
Lifestyle factors, such as diet and exercise, have a significant impact on the risk of developing chronic diseases like coronary heart disease and diabetes. These behaviors are major determinants of long-term health outcomes. It is incorrect to define health-promoting behaviors as actions taken to harm one's health; they are actually the proactive steps individuals take to reduce disease risk and enhance well-being. Recognizing the power of healthy habits is essential for effective disease prevention and for promoting a higher quality of life through informed behavioral choices.

103. (D) Psychoneuroimmunology (PNI)
Psychoneuroimmunology is the field that explores the link between psychological states, like stress, and the functioning of the immune system. This is particularly relevant in the context of chronic illnesses such as HIV/AIDS, where psychological factors can influence the body's ability to manage the disease. By studying these interactions, researchers can identify how mental health support can potentially improve physical health outcomes. This interdisciplinary approach is vital for developing holistic treatment plans that address both the psychological and biological aspects of complex and chronic health conditions.

104. (A) Increasing consumption of processed and fast foods
A person diagnosed with hypertension is typically advised to adopt healthy lifestyle changes like reducing sodium intake, increasing physical activity, and practicing stress management. These behaviors help lower blood pressure and reduce the risk of cardiovascular complications. However, increasing the consumption of processed and fast foods would be counterproductive, as these are often high in salt and unhealthy fats. Following the correct lifestyle advice is essential for managing hypertension effectively and for improving overall health outcomes and long-term cardiovascular functioning through consistent behavioral change.

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Understanding the principled and active nature of non-violence is essential for recognizing its effectiveness in promoting human rights and sustainable social transformation worldwide.

118. (B) A prolonged civil war between two ethnic groups in a country.
A macro-level conflict involves large-scale groups or nations and has widespread societal implications. A prolonged civil war between ethnic groups is a classic example, as it involves entire communities and significant social and political systems. This is distinct from micro-level conflicts, such as private disputes between siblings or a manager and an employee, which involve only a few individuals. Identifying the level of conflict is necessary for applying appropriate resolution strategies, such as diplomacy or mediation, to achieve long-term stability and sustainable social peace for everyone involved.

119. (D) Conflict escalation
Media outlets can escalate conflict by consistently portraying one side as irrational aggressors and the other as innocent victims. This biased framing reinforces negative stereotypes and dehumanizes the opposing group, making peaceful resolution more difficult. Such reporting can fuel public hostility and increase support for violence. Recognizing this role is important for understanding how media narratives can either contribute to or hinder peace-building efforts. Promoting more balanced and humanizing coverage is essential for de-escalating tensions and fostering the mutual understanding necessary for resolving complex international and social disputes.

120. (B) P-2, Q-1, R-4, S-3
Various concepts are used to describe different dimensions of psychological well-being. Hedonia relates to experiencing pleasure and positive affect, while eudaimonia focuses on finding meaning and purpose in life. Resilience describes the ability to adapt well when facing adversity, and post-traumatic growth refers to the positive transformation that can occur after a major crisis. Mapping these terms correctly is essential for a comprehensive understanding of human flourishing. It highlights the diverse pathways through which individuals achieve fulfillment and psychological strength throughout their lives and various experiences.

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121. (C) Eudemonic wellbeing
Eudemonic wellbeing is experienced when an individual finds deep fulfillment and personal growth through meaningful activities, such as mastering a challenging academic subject. This type of well-being is focused on self-actualization and the development of one's potential rather than just the experience of pleasure. It involves the pursuit of excellence and a sense of accomplishment derived from authentic achievement. Understanding eudaimonia helps in identifying how individuals achieve long-lasting satisfaction and psychological flourishing by engaging in purposeful actions that align with their core values and personal goals.

122. (A) Integrity
Character strengths are positive psychological traits, such as integrity, that provide the foundation for a good character and a fulfilling life. These virtues are universally valued and contribute to an individual's well-being and effective functioning within society. Cultivating these strengths allows people to navigate challenges more effectively and lead a life of purpose. Recognizing and developing one's character strengths is a key focus of positive psychology, as it helps individuals achieve eudemonic wellbeing and enhances their overall capacity for resilience and personal growth in various settings.

123. (D) Resilience
Resilience is the psychological capacity to 'bounce back' from significant stress, trauma, or adversity. It involves maintaining stable functioning and adapting positively to difficult life circumstances. This ability is not just a static trait but a dynamic process that can be developed through internal resources like optimism and external support from family and community. Understanding resilience is crucial because it highlights the human capacity to recover from hardship and continue to lead a productive life, despite experiencing substantial challenges or traumatic events.

137. (C) Post-Traumatic Growth is the complete avoidance of any negative feelings after a trauma.
Various concepts help describe different aspects of human experience and recovery. Hedonic wellbeing focuses on pleasure, while eudemonic wellbeing centers on purpose. Resilience is the ability to bounce back from adversity. It is incorrect to describe post-traumatic growth as the complete avoidance of negative feelings; rather, it is a process of finding positive meaning and transformation while still acknowledging the distress caused by trauma. Understanding these distinctions is essential for a realistic view of mental health, where growth and struggle often coexist throughout the recovery process.

138. (A) Both A and R are true and R is the correct explanation of A.
Resilience is more than just the absence of mental illness; it is the capacity to adapt successfully to challenging circumstances. This process is dynamic, involving a constant interaction between an individual's internal resources, like their character strengths, and the external support provided by their environment. Resilience allows people to maintain effective functioning even when facing significant stress. Recognizing this interaction is important for developing interventions that not only build individual skills but also create supportive social environments, ultimately helping people navigate adversity and thrive despite difficulties.

139. (D) Eudemonic Wellbeing
Eudemonic wellbeing is characterized by a focus on personal growth, self-realization, and the cultivation of virtues. It emphasizes living a life that is aligned with one's true potential and sense of purpose. This approach to wellbeing goes beyond simple pleasure-seeking, highlighting the importance of meaningful engagement with the world and the development of a resilient and authentic character. Understanding the hallmarks of eudaimonia provides a framework for exploring how individuals achieve lasting satisfaction and fulfillment through a commitment to excellence and a life of virtuous action.

140. (B) Engaging in 30 minutes of moderate exercise daily.
Health-promoting behaviors are proactive actions that enhance physical and mental health, such as engaging in regular moderate exercise. These habits are essential for maintaining bodily functions and reducing the risk of chronic diseases. In contrast, behaviors like smoking or leading a sedentary lifestyle are health-compromising and increase the likelihood of developing serious illnesses. Incorporating healthy activities into daily life is a core focus of health psychology and preventative medicine, aimed at improving long-term health outcomes and ensuring a higher overall quality of life for individuals.

141. (B) P-4, Q-1, R-3, S-2
Health psychology involves several key concepts. Health-promoting behaviors, like regular exercise, support well-being, while health-compromising behaviors, such as smoking, increase disease risk. Chronic diseases, like coronary heart disease, are often linked to these behaviors over time. Psychoneuroimmunology is the field that explores the complex interactions between the mind, body, and immune system. Mapping these terms correctly is fundamental for understanding how lifestyle choices and psychological factors together influence physical health. This knowledge is essential for developing effective strategies for disease prevention and for promoting healthier lives.

142. (D) Social issues and health psychology
The link between chronic stress from discrimination and an increased risk of hypertension is a topic that effectively bridges the study of social issues and health psychology. It illustrates how societal problems like discrimination can have direct, tangible impacts on an individual's physical health through biological pathways. This intersection highlights the importance of addressing social inequality as a means of improving public health. Understanding these connections allows for a more comprehensive approach to medical care that considers the social and psychological context in which physical illnesses develop and persist.

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and guidance rather than just strict rules or surveillance. Understanding active mediation is essential for parents in the digital age, as it empowers children to make informed decisions and fosters a safer and more respectful online experience for everyone involved.

131. (A) 1 and 4
Cyberbullying is frequently characterized by a power imbalance and repetition, occurring through digital channels. Additionally, the consumption of cyber pornography is a significant concern because it can contribute to the objectification of others and foster distorted views of human sexuality. While parental mediation includes guiding digital media use, it is not solely about prevention. Furthermore, digital etiquette is highly relevant for all forms of online communication. Identifying these correct statements is essential for understanding the psychological and social challenges posed by modern technology and its pervasive influence on behavior.

132. (D) Stigma
Stigma is defined as the feeling of being disgraced or devalued because of a particular attribute, such as having a mental illness or a poor background. This social label sets individuals apart and often leads to negative stereotypes and exclusion from community activities. Stigma can have a profound impact on an individual's self-esteem and their willingness to seek help. Addressing stigma through education and social change is essential for creating a more inclusive and supportive environment where all people are treated with dignity and respect regardless of their characteristics.

133. (C) Refusing to hire a qualified candidate because they use a wheelchair.
Discrimination based on disability occurs when a qualified individual is treated unfairly or denied opportunities due to their physical or mental impairment. Refusing to hire someone because they use a wheelchair is a clear example of this practice. In contrast, providing accommodations like ramps or flexible hours are examples of supportive actions aimed at reducing barriers. Recognizing and eliminating discriminatory practices is essential for ensuring that people with disabilities have equal access to employment and can fully participate in social and economic life with dignity.

134. (C) Statement I is correct, but Statement II is incorrect.
Social suffering often arises from large-scale social forces like economic depression or political persecution, which inflict widespread distress on populations. It is incorrect to believe that child abuse is limited to physical harm; it also includes emotional torment, neglect, and sexual abuse. Recognizing the broad nature of abuse and the structural causes of suffering is essential for developing effective social and psychological interventions. This understanding helps in addressing the complex needs of vulnerable individuals and communities while advocating for systemic changes that promote overall well-being.

135. (D) Structural violence
Structural violence occurs when social arrangements and political systems systematically deny specific groups their basic rights, such as voting, education, and property ownership. This form of violence is built into the societal framework, causing long-term harm and suffering to marginalized populations without a single act of direct physical aggression. It perpetuates inequality and limits the potential of those affected. Understanding structural violence is crucial for identifying systemic injustices and for advocating for the structural changes necessary to achieve social equity and protect the human rights of all people.

136. (A) 1, 2, 3, 4
Media-driven conflict escalation often follows a specific sequence beginning with biased reporting that focuses on the grievances of one side. This can lead to the promotion of a 'victim' narrative for one's own group, which further intensifies group identity and defensiveness. Eventually, this process involves the dehumanization of the 'other' side, making violence appear to be a necessary or justified response to perceived threats. Recognizing this typical progression is vital for identifying inflammatory media practices and for promoting peace journalism aimed at de-escalating tensions and fostering social harmony.

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111. (A) Gender discrimination
Gender discrimination is the unequal or unfair treatment of an individual based on their perceived gender identity. This can manifest in various ways, such as biased hiring practices, pay gaps, or limited access to specific opportunities. It is a behavioral act that stems from stereotypes and prejudice regarding gender roles. Addressing gender discrimination is essential for promoting social equity and ensuring that all individuals have the chance to succeed based on their merits rather than their gender. It is a fundamental component of social justice.

112. (D) Statement I is incorrect, but Statement II is correct.
Poverty is not just an economic condition; it has profound psychological consequences, including chronic stress and feelings of shame, which can impact overall well-being. Additionally, stigma related to disability acts as a major barrier to social inclusion and employment, further marginalizing affected individuals. It is incorrect to view poverty as devoid of psychological impact. Understanding these relationships is essential for creating social policies that address both the financial and psychological needs of vulnerable populations, ultimately working toward a more inclusive and supportive society for everyone.

113. (B) Emotional abuse
Emotional abuse is a form of maltreatment where a child is consistently belittled, humiliated, or told they are worthless by a caregiver. This psychological torment can have devastating effects on a child's self-esteem and emotional development, often causing long-term psychological harm. Unlike physical abuse, it may leave no visible scars, making it more difficult to detect. Recognizing the signs of emotional abuse is crucial for early intervention and for ensuring that children are provided with the nurturing and supportive environments they need to grow up healthy.

114. (A) Cultural bias
Cultural bias is the widespread and often unspoken societal preference for the perspectives and norms of a dominant culture. This bias can lead to the marginalization of minority groups and the misinterpretation of their behaviors. It influences everything from individual attitudes to institutional policies. Recognizing cultural bias is essential for promoting cultural sensitivity and for ensuring that diverse viewpoints are valued and respected within society. Addressing these biases is a key step toward achieving social justice and creating a more inclusive environment for all individuals, regardless of their background.

115. (B) 2 and 3
Migration can lead to experiences of discrimination that contribute to profound social suffering for individuals and families. Stigmatization involves labeling and devaluing people based on specific characteristics, which can result in social exclusion. It is also important to note that discrimination is the behavioral act, while prejudice is the internal attitude. Furthermore, domestic violence encompasses more than just physical assault. Identifying these correct statements is crucial for understanding the complex dynamics of social issues and for developing effective interventions that promote social justice and well-being.

116. (D) The harm caused by social structures or institutions that prevent people from meeting their basic needs.
In the field of peace psychology, structural violence refers to the harm caused by social systems and institutions that prevent people from meeting their basic needs or reaching their full potential. This includes systemic issues like poverty, lack of access to healthcare, and institutional discrimination. Unlike direct physical violence, structural violence is often built into the societal framework, causing widespread suffering over time. Understanding this concept allows for a focus on systemic changes that promote social justice and address the root causes of collective distress and inequality.

117. (A) Both A and R are true and R is the correct explanation of A.
Non-violent strategies are powerful tools for social change because they seek to win over the opposition by appealing to their conscience and highlighting the injustice of a situation. Rather than using coercion or physical force, non-violent action uses moral and psychological influence to achieve its goals. This approach often involves strategic methods like peaceful protests and civil disobedience to challenge oppressive systems.

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143. (A) Online interactions, like cyberbullying, can have profound real-world psychological impacts. The interface between psychology and technology highlights that online interactions, such as cyberbullying, can have profound real-world psychological impacts on individuals. Technology does not replace the need for parental supervision; rather, it requires new strategies for mediation. Additionally, digital learning and etiquette are evolving areas that significantly influence how people learn and interact. Recognizing the potential for both positive and negative outcomes is essential for navigating the digital age. It emphasizes the need for proactive guidance and responsible technology use to support healthy psychological development and positive social connections for everyone.

144. (B) Digital etiquette
Digital etiquette, or netiquette, involves following social norms for respectful communication online. Sending an angry email in all capital letters is a clear violation of these norms, as it is perceived as shouting and can be seen as aggressive or unprofessional. Such behavior can damage professional relationships and create a hostile digital environment. Understanding and practicing good digital etiquette is essential for effective and respectful interaction in modern workplaces and social spaces. It ensures that communication remains constructive and that technology is used to build rather than hinder positive professional connections.

145. (D) All 1, 2, 3, and 4
Social issues related to gender, poverty, disability, and migration manifest in many forms, such as cultural bias in therapy, social exclusion of those with disabilities, and the extreme hardship caused by poverty. Additionally, domestic violence, often involving financial control, is a significant gender-related issue. These examples highlight the diverse ways that inequality and suffering can occur across different social groups. Recognizing these phenomena is essential for developing comprehensive social policies and psychological interventions that address the unique challenges faced by marginalized populations and work toward a more equitable society.

146. (A) The media's role in perpetuating violence
Media can be a powerful tool for perpetuating violence when used to spread propaganda that fosters hatred toward specific minority groups. This type of state-controlled messaging can lead to dehumanization and justify aggressive actions or discrimination against those targeted. Such use of media escalates social tensions and hinders peaceful coexistence. Recognizing this negative potential is crucial for promoting media literacy and advocating for independent, balanced journalism. Understanding how media can fuel conflict is an important step in preventing systemic violence and promoting more inclusive and tolerant social environments.

147. (C) Statement I is correct, but Statement II is incorrect.
Hedonic and eudemonic wellbeing are two distinct but often correlated dimensions of a flourishing life, focusing respectively on pleasure and purpose. It is incorrect to assume that a resilient person never experiences stress or sadness; rather, resilience is the ability to adapt and function effectively despite those difficult emotions. Understanding that growth and struggle can coexist is essential for a realistic perspective on mental health. Recognizing the interplay between these concepts helps individuals and psychologists focus on building the resources necessary for achieving both happiness and long-term personal fulfillment.

148. (D) Coronary Heart Disease
A lifestyle that combines smoking, a high-fat diet, and minimal physical activity is strongly associated with an increased risk for developing coronary heart disease. These health-compromising behaviors directly impact cardiovascular health over time, leading to significant long-term consequences. This relationship highlights the critical role of behavioral choices in the development of chronic illnesses. Promoting lifestyle changes, such as quitting smoking and improving diet and exercise habits, is a primary goal of health psychology and preventative medicine to reduce the burden of heart disease and improve overall life expectancy.

149. (C) Restrictive mediation
Restrictive mediation is a parental strategy that involves using technological tools or rules to

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control a child's access to certain online content. Installing software to block pornographic websites is a specific example of this approach. While this method can help protect children from inappropriate material, it is often most effective when combined with active mediation, such as discussion. Understanding different forms of mediation helps parents create a balanced and safe digital environment that supports their child's development while minimizing potential risks and exposure to harmful online information in the modern digital landscape.

150. (B) Stigma
Stigma is defined as a mark of disgrace or a negative attribute that sets an individual apart from others in society. This social label often leads to prejudice, discrimination, and the devaluation of the person based on a particular characteristic, such as a mental illness or a disability. Stigma creates barriers to social support and can significantly impact an individual's self-esteem and quality of life. Addressing stigma is essential for creating more inclusive communities where all individuals are treated with fairness and respect regardless of their personal attributes and health status.

151. (D) Stigma - The process of adapting to a new culture.
Several social concepts are often misunderstood or paired incorrectly. Cultural bias involves judging others by one's own standards, while marginalization refers to being pushed to the fringes of society. Domestic violence is a pattern of control within a relationship. However, stigma is a mark of disgrace, not the process of adapting to a new culture. Correctly identifying these terms is fundamental for understanding social dynamics and inequality. This clarity helps in developing accurate assessments and effective interventions that address the root causes of discrimination and social suffering in diverse communities.

152. (A) Social suffering
Social suffering refers to the collective distress and pain experienced by a group of people due to powerful social forces such as war, poverty, or systemic discrimination. This concept moves beyond individual-level psychological problems to highlight how societal structures and political decisions impact human well-being. It emphasizes the intersection of history, sociology, and mental health. Understanding social suffering is crucial for developing policies that address the structural causes of trauma and for providing comprehensive support to communities that have been affected by large-scale social and economic hardships throughout history.

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153. (A) Both A and R are true and R is the correct explanation of A.
In the field of peace psychology, non-violence is an active and strategic approach to social change, not a form of passivity. It involves courageous forms of resistance such as protests, boycotts, and civil disobedience to challenge injustice. These methods seek to achieve social or political goals through moral and psychological influence rather than physical force. Recognizing the strategic nature of non-violent action is essential for understanding how it can be used effectively to promote social justice and human rights while avoiding the destructive consequences of violent conflict.

154. (A) Macro-level conflict resolution
Macro-level conflict resolution involves addressing large-scale disputes that occur between significant groups, such as ethnic communities or entire nations. A mediator facilitating peace talks between warring nations is a prime example of this process. This approach focuses on complex negotiations and diplomacy to reach sustainable agreements and end hostilities. Understanding the macro level is essential for managing international relations and fostering global stability. It requires specialized skills in mediation and a deep understanding of the social and political dynamics that drive large-scale conflicts in the modern and increasingly interconnected world.

155. (A) 1, 2 and 5
Wellbeing involves several dimensions, with hedonic wellbeing focusing on pleasure and eudemonic wellbeing centering on meaning and purpose. Post-traumatic growth represents the positive transformation that can occur after struggling with significant adversity. It is incorrect to view character strengths as negative traits or resilience as an inability to cope; they are actually

essential resources for thriving. Identifying these correct concepts is crucial for understanding positive psychology. This knowledge helps individuals and psychologists focus on building the positive attributes and perspectives that lead to a fulfilling and resilient human life.

156. (B) Eudemonic wellbeing
A focus on eudemonic wellbeing is demonstrated by individuals who prioritize personal growth, seek out challenges, and strive to live a life aligned with their core values. This approach emphasizes self-actualization and the realization of one's potential rather than just the pursuit of pleasure. It involves finding deep meaning and purpose through meaningful engagement and virtuous action. Understanding eudaimonia provides a framework for exploring how individuals achieve lasting satisfaction and psychological flourishing by committing to excellence and authentic living throughout their various life experiences and personal development journeys.

157. (C) An individual can experience profound positive transformation as a result of a traumatic experience.
Post-traumatic growth represents the potential for individuals to experience profound positive transformation as a result of struggling with a traumatic life event. This growth can manifest as a deeper appreciation for life, stronger personal relationships, and a revised sense of purpose. It does not imply that the individual is unaffected by trauma, but rather that they have found new strength and meaning through the recovery process. Recognizing the possibility of growth is important for providing supportive care that helps survivors move beyond their pain toward a more resilient and meaningful life.

158. (D) Statement I is incorrect, but Statement II is correct.
Chronic diseases such as diabetes and hypertension are significantly influenced by lifestyle factors, including diet, exercise, and stress management. Behavioral choices play a major role in the development and management of these conditions. It is incorrect to claim that a sedentary lifestyle is a health-promoting behavior; in fact, it is a major risk factor for chronic illness. Recognizing the impact of lifestyle on health is essential for promoting proactive habits that enhance well-being and reduce the long-term burden of preventable diseases in modern society and public health initiatives.

159. (A) Psychoneuroimmunology
Psychoneuroimmunology is the interdisciplinary field that investigates the complex interactions between psychological stress, the nervous system, the endocrine system, and immune responses. Research in this area explores how mental states can influence the body's ability to resist diseases like cancer. By studying these pathways, scientists can identify how psychological interventions might support physiological health. This field provides a critical scientific basis for the mind-body connection and highlights the importance of managing mental health as an integral part of maintaining overall physical well-being and disease resistance across the lifespan.

160. (A) P-3, Q-1, R-4, S-2
The technology interface involves several key concepts. Cyberbullying is harassment using electronic means, while digital etiquette defines the norms for respectful online conduct. Digital learning refers to the process of education facilitated by technology, and parental mediation involves the guidance parents provide regarding their children's technology use. Mapping these terms correctly is essential for understanding the social and psychological dynamics of the digital age. This knowledge helps individuals and parents navigate online environments responsibly while maximizing the benefits of technology for learning and social connection in modern society.

161. (B) The normalization of risky or coercive sexual behaviors
Widespread consumption of cyber pornography carries significant psychological implications, including the potential normalization of risky or coercive sexual behaviors. Regular exposure to unrealistic portrayals can skew perceptions of healthy relationships and sexual consent, which may negatively impact personal attitudes and social interactions. This issue highlights how digital content can influence societal norms and individual behavioral expectations. Understanding these risks is important for promoting healthy sexual attitudes and for addressing the potential for digital media to

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187. (D) Psychoneuroimmunology
Psychoneuroimmunology is the field that investigates how psychosocial factors, such as stress, influence the immune system's functioning and the progression of serious illnesses like HIV/AIDS. This research explores the biological pathways through which mental states can impact physical health. By demonstrating these connections, psychoneuroimmunology provides a scientific basis for the mind-body link and emphasizes the importance of psychological support in medical care. Understanding these interactions is essential for developing comprehensive treatment plans that address both the psychological and biological factors that contribute to long-term health outcomes for patients with serious chronic conditions.

188. (A) Both A and R are true and R is the correct explanation of A.
Lifestyle factors are major contributors to the burden of chronic diseases in modern society. Behaviors such as smoking, maintaining a poor diet, and physical inactivity are recognized as primary risk factors for developing conditions like coronary heart disease, hypertension, and type 2 diabetes. These habits significantly impact health over a long period. Recognizing the link between daily behaviors and chronic illness is essential for health psychology and preventative medicine. It highlights the importance of promoting healthy lifestyle changes to improve public health outcomes and reduce the overall incidence of preventable chronic diseases.

189. (C) The harmful content can spread rapidly to a wide audience.
A key characteristic of cyberbullying that distinguishes it from traditional bullying is that harmful content can spread rapidly to a massive audience through digital platforms. Unlike physical bullying, which is often limited to specific locations, digital harassment can happen anytime and its effects can be persistent and far-reaching. The potential for anonymity can also intensify the distress for the victim. Recognizing these unique features of online aggression is essential for developing effective prevention and support strategies that address the pervasive and potentially devastating impact of bullying in the digital age.

190. (D) A combination of restrictive and active mediation
A parent who uses filtering software and also talks with their child about why specific sites are blocked is utilizing a combination of restrictive and active mediation. This multifaceted approach combines technological controls with open communication and guidance. This strategy is often more effective than using either method alone, as it protects the child while also helping them develop the critical thinking skills needed to understand and navigate the digital world safely. Understanding these combined strategies helps parents create a balanced and supportive digital environment for their children's healthy development and responsible technology use.

191. (A) 2, 1, 3, 4
A sociological sequence of social issues often starts with widespread negative stereotypes in society, which can lead to discriminatory acts like an employer refusing to hire a migrant worker. This individual discrimination contributes to the broader marginalization of migrants in low-paying jobs and poor housing. Consequently, these systemic issues cause the individual to experience feelings of alienation, stress, and diminished well-being. Recognizing this progression is vital for understanding how social attitudes translate into structural inequalities that profoundly impact the mental health and social status of marginalized populations and various diverse groups.

192. (B) 2, 3 and 4
Non-violence is an active and strategic approach to social change, and macro-level conflict resolution deals with large-scale disputes between nations. Additionally, the media can play a significant role in de-escalating conflict by promoting empathy and dialogue. It is incorrect to define violence only as physical assault or to claim that peace is just the absence of war. Identifying these correct statements is essential for understanding the field of peace psychology. This knowledge helps in developing effective strategies for achieving sustainable social peace and justice while addressing the psychological causes of large-scale conflicts.

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a level of flexibility not always available in traditional settings. By leveraging technology, online courses can offer personalized learning experiences that cater to different individual needs and styles. This approach enhances the educational process by making it more accessible and adaptive. Understanding the advantages of digital learning is important as technology continues to transform education, providing new opportunities for students to achieve their academic goals in a way that fits their personal schedules and individual learning abilities.

169. (C) Digital etiquette and an act of cyberbullying
Forwarding private and embarrassing photos of others without their consent is a serious violation of digital etiquette and is also a form of cyberbullying. These actions cause significant psychological harm to the victim and can reach a massive audience very quickly due to the nature of digital communication. Such behavior reflects a lack of respect for others' privacy and dignity online. Recognizing the severity of these actions is essential for promoting responsible digital citizenship and for developing appropriate consequences to prevent harassment and maintain a safer and more respectful digital environment for everyone.

170. (A) A group of migrant workers being forced to live in an isolated ghetto with substandard housing and no political representation.
Marginalization is illustrated when a specific group, such as migrant workers, is forced to live in isolated areas with substandard housing and no political representation. This systemic process pushes them to the periphery of society, limiting their power and access to essential resources and services. It prevents full participation in the economic and social life of the community. Identifying cases of marginalization is crucial for developing policies that aim to create a more inclusive and equitable society, ensuring that all residents have equal opportunities and a voice in their community life.

171. (D) Cultural Bias
Several social concepts have specific definitions. Cultural bias is the tendency to interpret and judge the world through one's own cultural lens, often leading to misunderstandings. It is incorrect to define discrimination as a positive attitude or stigma as a process of social integration. Furthermore, social suffering refers to distress from social forces rather than personal joy. Accurately pairing these terms is fundamental for understanding the structural and psychological dynamics of inequality. This clarity is essential for developing effective strategies to promote social justice and improve community well-being for all diverse groups.

172. (A) Both A and R are true and R is the correct explanation of A.
Domestic violence is more than just physical aggression; it is a pattern of coercive control used to maintain power over a partner. Abusers often use emotional abuse, isolation, intimidation, and financial control to dominate their partner, even in the absence of physical violence. This systemic approach to abuse creates an environment of fear and dependency. Recognizing that domestic violence includes these non-physical forms of control is essential for providing effective support and intervention for all victims, ensuring they can achieve safety and regain their personal independence in the future.

173. (C) Conflict resolution
Broadcasting personal stories from people on both sides of a conflict to foster empathy and understanding is a powerful example of the media's role in conflict resolution. This approach humanizes all parties and helps to de-escalate tensions by showing shared humanity and common grievances. By promoting dialogue and mutual respect, such media initiatives contribute to building the foundations for sustainable peace. This practice highlights how responsible journalism can be a constructive force in transforming destructive social conflicts into opportunities for reconciliation and long-term stability across various diverse and divided populations.

174. (D) A life of purpose, growth, and the realization of one's potential.
Eudemonic wellbeing is best described as a life of purpose, growth, and the realization of one's full potential. Unlike the hedonic approach, which focuses on pleasure and positive emotions, eudaimonia emphasizes self-actualization and living in accordance with one's true values. This perspective views fulfillment as coming from

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in a globally connected and technology-driven and modern world.

199. (D) Its tasks are more relevant to individuals from one culture than another.
A psychological research tool is considered to have a cultural bias if its tasks are more relevant to individuals from one culture than another. This happens when the content, norms, or assumptions built into the tool are based on a specific cultural context and are not universally applicable. Such bias can lead to inaccurate assessments of people from different backgrounds. Recognizing cultural bias is essential for developing culturally sensitive research and clinical tools. This ensures that psychological evaluations are fair and provide an accurate reflection of an individual's true abilities and mental state.

200. (A) P-3, Q-4, R-1, S-2
Various scenarios illustrate different psychological and social concepts. A journalist reporting on peace initiatives reflects the media's potential role in conflict resolution. A person with HIV facing social rejection is a clear example of stigma. Learning new skills through online tutorials is an application of digital learning, and a disaster survivor feeling more connected to others demonstrates post-traumatic growth. Mapping these correctly is fundamental for understanding how these concepts manifest in real-life situations. This knowledge helps in applying the appropriate psychological frameworks to address social issues and support human development and overall well-being.

201. (C) A tendency to interpret and judge phenomena by standards inherent to one's own culture.
Cultural bias is defined as the tendency to interpret and judge all phenomena by the standards inherent to one's own culture. This perspective can lead to misunderstandings, prejudice, and the marginalization of individuals from different backgrounds. It often involves the unspoken assumption that one's own cultural norms are the universal standard. Recognizing cultural bias is essential for promoting cultural sensitivity and ensuring fair treatment across diverse populations. Addressing these biases in psychological practice and social policy is a key step toward achieving social justice and creating a more inclusive and equitable environment.

202. (C) Statement I is correct, but Statement II is incorrect.
Marginalization is a social process that results in individuals or groups being pushed to the periphery of society, giving them limited access to essential resources and opportunities. While often related, it is important to distinguish this from discrimination, which is a behavioral act of treating people unfairly based on prejudice. Prejudice itself is the internal thought or feeling. Understanding that marginalization is a systemic issue is crucial for developing policies aimed at reducing structural inequality and for ensuring that all members of society can participate fully in economic, social, and political life.

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203. (D) Violence
Violence is broadly defined as the intentional use of physical force or power against oneself, another person, or a community, resulting in injury, psychological harm, or deprivation. This definition includes both threatened and actual use of power and covers a wide range of harmful outcomes beyond simple physical injury. It highlights how violence can negatively impact development and overall well-being. Understanding this comprehensive definition is vital for peace psychology and social work, as it allows for a focus on the root causes of suffering and for developing more effective strategies to prevent violence.

204. (A) Both A and R are true and R is the correct explanation of A.
The media is often described as a 'double-edged sword' in conflict situations because of its potential for both positive and negative impact. It can escalate conflicts through biased, inflammatory reporting that dehumanizes others, or it can contribute to peace-building by fostering mutual understanding and dialogue. Media framing significantly influences public perception and the overall trajectory of social disputes. Recognizing this dual role is important for promoting responsible journalism and for advocating for media practices that support constructive communication and help in achieving sustainable and peaceful resolutions to complex conflicts.

the appropriate frameworks to help individuals improve their well-being and navigate social challenges effectively throughout their various life experiences.

181. (C) Cultural bias and marginalization
When people with disabilities are systematically denied access to public buildings, employment, and social events, they are experiencing the direct effects of cultural bias and marginalization. These systemic barriers push them to the periphery of society and prevent full participation in community life. This exclusion often leads to significant social and psychological harm for the affected individuals. Recognizing and addressing these issues is essential for promoting social justice and for creating more inclusive environments where all members of society, regardless of their physical abilities, are treated with the dignity and fairness they deserve.

182. (B) Domestic violence
Domestic violence is defined as a pattern of coercive and controlling behavior within an intimate relationship, including dating. It can involve various forms of abuse, such as emotional, physical, financial, and sexual harm, all aimed at maintaining power over a partner. This behavior can have profound and long-lasting impacts on the victim's psychological and physical well-being. Recognizing that abuse can occur in any intimate relationship is essential for providing effective support and intervention, ensuring that all victims have access to the resources needed to achieve safety and personal independence in the future.

183. (D) A therapist helping a couple improve their communication.
Macro-level conflict resolution focuses on resolving large-scale disputes between nations, ethnic groups, or entire communities. This includes strategies like diplomatic negotiations, truth and reconciliation commissions, and community intergroup dialogue. Helping a single couple improve their communication is a micro-level or interpersonal intervention, as it involves only a small number of people in a private relationship. Distinguishing between these levels of intervention is important for applying the correct psychological and strategic frameworks to effectively address conflict at both the individual and the broader and more complex societal levels.

184. (A) Non-violent action
Non-violent action is the deliberate and strategic use of peaceful methods, such as strikes, boycotts, and protests, to achieve social or political goals. It is an active form of resistance that rejects physical force in favor of moral and psychological influence. This approach requires significant discipline and courage to challenge systemic injustice. Understanding non-violent action is essential for recognizing its effectiveness as a tool for promoting social change and human rights. It provides a powerful alternative to violence, allowing groups to advocate for justice while avoiding the destructive consequences of aggressive conflict.

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185. (C) Hedonic wellbeing
Hedonic wellbeing is primarily composed of subjective happiness, life satisfaction, the presence of positive moods, and the absence of negative moods. This perspective focuses on the experiential aspect of a person's life and how they subjectively evaluate their own level of happiness and pleasure. While different from the meaning-focused eudemonic approach, hedonic wellbeing is a vital component of mental health, reflecting an individual's emotional quality of life. Understanding these components is important for psychological assessment and for developing interventions aimed at increasing overall happiness and life satisfaction for individuals.

186. (A) Integrity
Character strengths are positive psychological traits, such as integrity, that are universally valued and contribute to a good and fulfilling life. Unlike external factors like high income or social status, character strengths are internal qualities that manifest in thoughts, feelings, and actions. They provide the foundation for virtuous living and allow individuals to navigate life's challenges effectively. Cultivating integrity and other strengths is a central focus of positive psychology, as it helps individuals achieve eudemonic wellbeing and enhances their overall capacity for resilience, growth, and personal fulfillment throughout their different life experiences.

meaningful activity and personal development. Understanding eudaimonia is essential for a comprehensive view of mental health, as it highlights the importance of purpose and authenticity in achieving long-term psychological satisfaction and a balanced, flourishing human life across various different life stages.

175. (A) 1, 2 and 3
Resilience is an outcome of successful adaptation to adversity, while post-traumatic growth involves transcending a previous level of functioning after a crisis. Character strengths, such as optimism, serve as vital resources for resilience. It is important to note that experiencing growth does not mean the absence of post-traumatic stress symptoms; they can often coexist. Identifying these correct statements is essential for understanding how individuals recover from trauma. This knowledge helps psychologists support people in building the internal resources needed to not only recover but also to grow through significant life hardship.

176. (B) Health-compromising behavior
A diet high in processed foods, sugar, and unhealthy fats is a classic health-compromising behavior because it significantly increases the risk of chronic diseases like obesity, diabetes, and heart conditions. These habits detract from physical well-being and can have long-term negative health consequences. In contrast, health-promoting behaviors, such as eating a balanced diet and regular exercise, help protect and enhance health. Identifying these behaviors is the first step in behavior change interventions aimed at promoting healthier lifestyles and reducing the overall burden of preventable illness in modern society and public health.

177. (B) Psychoneuroimmunology
Research on how mindfulness meditation can lower stress hormones and improve immune function is a clear application of the principles of psychoneuroimmunology. This field explores the biological pathways through which psychological practices can influence physical health outcomes. By demonstrating the tangible impact of the mind-body connection, such studies provide scientific support for using psychological interventions in medical care. Understanding these interactions is essential for promoting holistic approaches to health that consider both mental and physical well-being as interconnected components of overall disease resistance and recovery throughout the process of medical treatment.

178. (C) Statement I is correct, but Statement II is incorrect.
Cyberbullying can manifest as a single severe incident or a repeated pattern of harassment using digital technology. It is a flexible term that describes various forms of online aggression. It is incorrect to believe that effective parental mediation involves only restrictive strategies like banning technology; instead, a balanced approach including active discussion and guidance is often more effective. Recognizing the diverse nature of cyberbullying and the importance of multifaceted mediation is essential for parents and educators to support children's healthy and safe development in the increasingly pervasive digital age.

179. (C) Digital etiquette
Digital etiquette, or netiquette, involves the set of informal rules and norms for polite behavior in digital spaces, such as online video conferences. This includes muting microphones when not speaking and using specific features to signal a desire to speak. These practices help ensure clear and respectful communication and prevent disruption in professional or social settings. Understanding and following digital etiquette is an essential skill for modern digital citizenship, as it fosters more effective cooperation and maintains a positive and professional environment for all participants in various digital and online interactions.

180. (A) P-3, Q-1, R-2, S-4
Various psychological terms describe different aspects of human experience. Stigma involves being shamed or devalued, while resilience refers to the ability to bounce back from adversity. Hedonic wellbeing is characterized by feeling good and experiencing pleasure, whereas eudemonic wellbeing focuses on functioning well and finding meaning. Mapping these concepts correctly is fundamental for understanding the diverse dimensions of mental health and social interaction. This knowledge allows psychologists and social workers to apply

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193. (D) Statement I is incorrect, but Statement II is correct.
Post-traumatic growth is the positive psychological change that can occur after struggling with significant life adversity. It is incorrect to believe that character strengths are only acquired through formal education; instead, they are often developed and strengthened through diverse life experiences and personal reflection. Recognizing that positive traits and growth can emerge from challenging situations is a core principle of positive psychology. This perspective emphasizes the human capacity for resilience and transformation, encouraging individuals to find meaning and strength in their life stories, even after experiencing trauma or significant life hardship.

194. (A) Post-Traumatic Growth
A person who responds to setbacks by reassessing their priorities and developing deeper relationships and spiritual life is exhibiting post-traumatic growth. This process involves finding profound positive transformation as a result of struggling with a major crisis. It goes beyond simple recovery, as the individual reaches a new level of personal strength and life appreciation. Recognizing the potential for growth is important for supporting individuals through difficult transitions, helping them to see the possibility of building a more meaningful and resilient life even after experiencing significant trauma or personal loss.

195. (C) Binge-watching television for several hours daily, leading to a sedentary lifestyle.
Health-compromising behaviors are actions that increase an individual's risk of disease or injury, such as binge-watching television leading to a sedentary lifestyle. This behavior is associated with long-term negative health outcomes, including heart disease and obesity. In contrast, health-promoting behaviors like regular exercise, a balanced diet, and adequate sleep help protect and improve health. Identifying health-compromising habits is the first step in developing interventions to encourage healthier choices. Promoting an active lifestyle is essential for health psychology to reduce the burden of preventable chronic illnesses and enhance well-being.

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196. (D) Psychoneuroimmunology
The impact of psychological stress on the immune system's ability to fight cancer cells is a primary research focus in the field of psychoneuroimmunology. This interdisciplinary area studies how mental states, such as chronic stress or positive emotions, influence physiological processes and the body's natural defenses. By demonstrating the tangible connection between psychological well-being and immune function, psychoneuroimmunology provides scientific evidence for the mind-body link. This knowledge is essential for developing holistic treatment approaches that integrate mental health support with medical care to improve long-term outcomes for patients with serious chronic illnesses.

197. (C) Creating a fake social media profile to post humiliating rumors about someone.
Cyberbullying involves the use of digital platforms to intentionally harm others, such as creating fake social media profiles to post humiliating rumors about a person. This behavior is characterized by a power imbalance and repetition, often causing significant psychological distress to the victim. Unlike polite communication or collaborative work online, cyberbullying is a form of digital aggression that can reach a massive audience very quickly. Recognizing these harmful actions is crucial for developing prevention strategies and for providing support to victims in the increasingly complex and pervasive digital and social media environment.

198. (B) Promote respectful, efficient, and effective online communication.
The primary purpose of digital etiquette, or netiquette, is to promote respectful, efficient, and effective communication in online environments. It involves following social norms and conventions that help prevent misunderstandings and foster a more positive and professional digital community. Digital etiquette is not about restricting access but about ensuring that technology is used responsibly and with courtesy toward others. Understanding these unwritten rules is essential for successful digital citizenship, allowing individuals to navigate diverse online spaces and maintain healthy personal and professional relationships

contribute to distorted views of intimacy and interpersonal conduct in modern digital culture.

162. (A) Active mediation
Active mediation occurs when a parent sits with their child or teenager to discuss the digital content they encounter, such as news articles or social media posts. This strategy involves offering different perspectives and helping the child develop critical thinking skills about online information. It is an effective way to guide children's technology use through open communication rather than just restriction. Active mediation fosters a supportive environment where children can learn to navigate the digital world responsibly while strengthening the parent-child bond through shared learning and meaningful dialogue.

163. (A) 1, 2 and 4
Cultural bias can lead to the misinterpretation of behaviors, while stigma associated with poverty often results in shame and exclusion. Furthermore, domestic violence is recognized as a manifestation of power and control within relationships. It is incorrect to assume that migration is always a smooth process without psychological distress, as it often involves significant stressors. Identifying these correct statements is vital for understanding the complex nature of social issues. This knowledge helps in developing more effective and culturally sensitive interventions that promote social justice and overall community well-being in diverse societies.

164. (D) Non-violence as a strategy
Non-violence as a strategy involves the deliberate use of methods like boycotts, marches, and civil disobedience to achieve social or political goals without resorting to physical force. This approach relies on moral and psychological influence to challenge injustice and bring about change. It is an active and disciplined form of resistance that requires significant commitment from its participants. Understanding the strategic nature of non-violence is essential for recognizing its historical and modern effectiveness as a powerful tool for promoting human rights and achieving sustainable social and political transformation.

165. (C) Resilience
Resilience is the capacity for positive adaptation and maintaining competence despite facing significant adversity or stress. It involves using internal strengths and external resources to navigate difficult life circumstances effectively. Resilience is not just about returning to a previous state but about maintaining stable functioning in the face of ongoing challenges. Understanding this concept is crucial because it highlights the human ability to cope with hardship and continue to lead a productive life. It is a key focus in psychology for promoting mental health and preventing long-term trauma following adversity.

166. (B) Post-Traumatic Growth
A soldier who finds deeper meaning, stronger relationships, and a new sense of purpose after a traumatic combat experience is demonstrating post-traumatic growth. This phenomenon involves 'bouncing forward' to a higher level of psychological functioning and positive change as a result of struggling with a crisis. It goes beyond simple resilience, as the individual has undergone a transformative process that adds significant value and new perspectives to their life. Recognizing post-traumatic growth is important for supporting survivors in finding constructive paths toward recovery and overall personal fulfillment after trauma.

167. (D) Statement I is incorrect, but Statement II is correct.
Psychoneuroimmunology research highlights the significant connection between a person's psychological state and their physical health, specifically through the immune system. Additionally, lifestyle choices are well-documented as major determinants in the prevention and management of many chronic diseases. It is incorrect to claim there is no mind-body link or that lifestyle is irrelevant. Recognizing these connections is essential for a holistic approach to health. It emphasizes the importance of managing both psychological well-being and daily habits to improve long-term physical health outcomes and reduce the burden of chronic illness in society.

168. (A) Digital learning
Digital learning allows students to learn at their own pace and revisit complex topics, providing

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205. (C) Eudemonic Wellbeing
Dimensions such as autonomy, personal growth, purpose in life, self-acceptance, and environmental mastery are widely considered to be the core components of eudemonic wellbeing. This model emphasizes functioning well and achieving one's true potential through self-realization and meaningful activity. Unlike the pleasure-focused hedonic approach, eudemonic wellbeing highlights the importance of psychological maturity and authentic living. Understanding these dimensions provides a comprehensive framework for assessing mental health and for developing interventions that support individuals in building the resources necessary for a fulfilling, virtuous, and deeply satisfying human life across various life stages.

206. (D) Resilience
A person who maintains psychological stability and continues to function effectively despite experiencing a significant loss, such as the death of a loved one, is demonstrating resilience. This capacity involves adapting positively to life's challenges and using internal and external resources to navigate trauma. Resilience is not the absence of grief but the ability to continue forward despite it. Understanding resilience is important because it highlights the human capacity for recovery. Promoting resilient attitudes and support systems is a key goal in psychology for helping individuals manage stress and achieve long-term mental well-being after hardship.

207. (A) Alzheimer's Disease
Chronic diseases like diabetes, hypertension, and coronary heart disease are frequently linked to lifestyle factors such as diet, exercise, and stress. These conditions develop over a long period and can often be managed or prevented through healthy habits. Alzheimer's disease, however, is a neurodegenerative condition and is not primarily categorized as a lifestyle-related chronic disease in the same way. Distinguishing between these types of illnesses is important for understanding the specific role of behavior in health. It allows for more targeted preventative strategies and more accurate information about how lifestyle choices influence health.

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208. (B) Psychoneuroimmunology
The insight that social support can buffer the negative effects of stress on the immune system, potentially improving outcomes for patients with HIV/AIDS, is a key finding from the field of psychoneuroimmunology. This research demonstrates the tangible link between psychological factors and biological functioning. By identifying how social and emotional support can influence immune health, psychoneuroimmunology provides a strong argument for integrating psychological care into medical treatment for chronic illnesses. This holistic approach helps improve the overall well-being and physical resilience of patients as they navigate the challenges of serious and complex health conditions.

209. (B) Digital learning
Digital learning is the use of online platforms and technology to facilitate and enhance the educational process. This includes using tools like video lectures, discussion forums, and online assignment submissions to provide a flexible learning environment. This approach leverages digital resources to create interactive and accessible education that can transcend traditional classroom boundaries. Understanding digital learning is essential as it continues to grow and change how students learn and interact with instructional content. It offers new opportunities for personalized and convenient educational experiences for a wide range of learners in various settings worldwide.

210. (A) Talking with the child about online safety and privacy settings.
Active mediation occurs when a parent sits with their child to discuss digital topics, such as online safety and privacy settings. This strategy involves guiding the child's understanding and helping them develop the skills needed to use technology responsibly. Unlike restrictive mediation, which simply blocks access, active mediation relies on open communication and education. This approach is highly effective in helping children navigate the digital world safely while also fostering a trusting and supportive parent-child relationship. It empowers children to make informed decisions and encourages responsible

digital citizenship through ongoing guidance and shared learning.

211. (C) Stigma and marginalization
Stigma and marginalization are the primary concepts involved when societal institutions create and maintain poverty and poor health for specific groups. Stigma involves labeling and devaluing individuals based on certain attributes, while marginalization is the social process that pushes these groups to the periphery. Together, they create systemic barriers that limit power and access to essential resources, resulting in deep-seated social and psychological harm. Addressing these issues is essential for promoting social justice and for creating a more equitable society where all members are provided with the opportunities needed to achieve overall well-being.

212. (B) Both Statement I and Statement II are incorrect.
Peace psychology is a broad field that goes beyond preventing war to examine the psychological conditions for sustainable peace and social justice at various levels. It is also incorrect to assume that the media's role in conflict resolution is always constructive; while it has that potential, media can also escalate tensions through biased reporting. Understanding the complex and dual nature of these concepts is essential for a realistic perspective. This knowledge allows for more effective strategies in promoting peace and for encouraging more responsible media practices that support dialogue rather than fuel hostility in diverse populations.

213. (A) P-2, Q-1, R-4, S-3
Behaviors are classified as either health-promoting or health-compromising based on their impact on long-term well-being. Eating a balanced diet and regular exercise are health-promoting behaviors that reduce disease risk. In contrast, smoking and avoiding necessary medical help are health-compromising behaviors that increase the risk of serious illness. Mapping these behaviors correctly is fundamental for health psychology and preventative medicine. This knowledge helps individuals make informed choices about their daily habits and allows public health programs to design more effective interventions aimed at improving overall physical health outcomes and reducing the burden of chronic diseases.

214. (B) It is a recognized form of digital learning for human anatomy.
The consumption of cyber pornography is associated with various psychological and relational implications, such as creating unrealistic sexual expectations and potential negative impacts on intimate relationships. It is not recognized as a formal or effective form of digital learning for human anatomy. Understanding the actual psychological effects of such content is important for mental health professionals and educators in promoting healthy sexual attitudes and realistic expectations. Recognizing the potential for distorted views of sexuality helps in addressing the challenges that digital media can pose to personal development and stable social connections in our modern society.

215. (A) 1 and 3
Stigma is a powerful mark of disgrace that can lead to social exclusion, and psychoneuroimmunology studies the complex link between the mind, brain, and immune system. These are key concepts in understanding how social and psychological factors influence human life. While resilience is a positive outcome, it specifically refers to adapting to adversity rather than the growth itself. Furthermore, parental mediation involves various strategies beyond simple time limits. Identifying these correct associations is essential for a clear understanding of modern psychological research and for developing effective interventions that promote both social justice and physical well-being.

216. (A) Gender bias
Gender bias is the belief that one's own gender is superior, which often leads to prejudicial attitudes and discriminatory actions against individuals of other genders. This bias manifests in various social, economic, and professional settings, creating barriers to equality and success for those targeted. It reinforces stereotypes and maintains systemic inequality. Addressing gender bias is essential for promoting social justice and for ensuring that all individuals have the opportunity to thrive based on their merits and character. It is a fundamental part of creating a more inclusive

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and equitable society for everyone, regardless of gender identity.

217. (C) Strategic non-violence
In the field of peace psychology, Gandhi's Salt March is a classic example of strategic non-violence. This approach involves the deliberate and disciplined use of peaceful resistance to challenge systemic injustice and achieve political goals. By using moral and psychological influence rather than physical force, non-violent action can be a powerful tool for social change. Understanding the strategic nature of the Salt March highlights the effectiveness of non-violence in promoting human rights and for achieving sustainable social transformation. It serves as a historical model for how groups can successfully advocate for justice while rejecting destructive aggression.

218. (A) Eudemonic wellbeing
Eudemonic wellbeing is most central to the human ability to find meaning, purpose, and deep personal fulfillment in life. This perspective emphasizes self-actualization and the realization of one's potential through purposeful activity and virtuous living. Unlike hedonic wellbeing, which focuses on immediate pleasure, eudaimonia is concerned with long-term flourishing and personal growth. Understanding eudaimonia provides a framework for exploring how individuals achieve lasting psychological satisfaction by living in accordance with their core values. This focus on authenticity and excellence is a key component of a balanced and deeply satisfying human life and flourishing.

219. (D) Coronary Heart Disease
A lifestyle characterized by high stress, poor diet, and a lack of regular exercise is a significant risk factor for chronic diseases like coronary heart disease. These health-compromising behaviors have a cumulative negative impact on cardiovascular health over time. Unlike acute infectious diseases like influenza or measles, coronary heart disease is a chronic condition heavily influenced by daily habits. Promoting healthy lifestyle changes is a primary goal of health psychology to prevent these illnesses and for improving long-term health outcomes. Encouraging better diet and exercise habits is essential for reducing the global burden of preventable chronic diseases.

220. (B) Cyberbullying
Cyberbullying is defined as the repeated and intentional harm inflicted on others through the use of phones, computers, and other electronic devices. This digital aggression can take many forms, such as harassment, spreading rumors, or social exclusion. Because it occurs online, it can reach a wide audience and follow the victim anywhere, causing significant and persistent psychological distress. Recognizing cyberbullying is crucial for parents and educators to provide necessary support and for developing effective prevention strategies. Promoting digital etiquette and responsible technology use is an essential part of creating a safer and more respectful digital community.

221. (C) Stigma is an attribute, while discrimination is the action taken.
Stigma and discrimination are related but distinct concepts. Stigma refers to a negative attribute or a mark of disgrace that sets a person apart from others in society. Discrimination, on the other hand, is the behavioral act of treating someone unfairly based on that stigma or prejudice. In other words, stigma is the label, while discrimination is the action taken because of that label. Understanding this distinction is essential for accurately analyzing social inequality and for developing effective interventions that address both the negative societal labels and the unfair behaviors that result from them in various populations.

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222. (C) Statement I is correct, but Statement II is incorrect.
Conflict resolution at the macro level typically involves complex negotiations and mediation to address systemic issues and grievances between large groups or nations. This process aims to achieve sustainable peace through structural changes. It is incorrect to view non-violence as a passive strategy; it is actually a proactive and disciplined form of resistance used to challenge injustice through moral and psychological means. Recognizing the active nature of non-violence and the complexities of large-scale resolution is essential for understanding how to transform destructive social conflicts into

constructive relationships that promote long-term social harmony.

223. (A) Both A and R are true and R is the correct explanation of A.
Post-traumatic growth and resilience are related but distinct concepts that describe different ways of recovering from adversity. Resilience refers to the ability to 'bounce back' to a previous level of functioning after experiencing stress or trauma. Post-traumatic growth, however, describes 'bouncing forward' to a higher level of functioning and experiencing positive changes in one's life perspective and strength as a result of the struggle. Understanding this distinction is important for psychological practice, as it helps clinicians support individuals in not only recovering from trauma but also in finding new meaning and transformative personal growth.

224. (B) How psychological factors like stress influence the body's immune response.
The primary focus of psychoneuroimmunology is to investigate how psychological factors, such as chronic stress or mental well-being, influence the body's immune response and overall physical health. This research explores the biological pathways through which mental states can either suppress or support the immune system's ability to fight disease. By demonstrating the tangible link between the mind and body, psychoneuroimmunology provides a scientific basis for the integration of psychological support into medical treatment. This knowledge is essential for a comprehensive approach to health that considers both psychological and physiological factors as interconnected.

225. (C) 1, 2, 3, and 4
Examples of poor digital etiquette or cyberbullying include posting embarrassing rumors, using all-caps to imply shouting, ignoring professional communications, and creating fake profiles for harassment. These behaviors reflect a lack of respect and responsibility in digital environments and can cause significant psychological distress to those targeted. Following social norms online helps prevent conflict and fosters a more professional and cooperative digital community. Recognizing and addressing these negative behaviors is essential for promoting healthy online interactions and for ensuring that technology is used in a way that supports positive social connections for everyone.

226. (A) Hedonic wellbeing
Hedonic wellbeing is defined by an individual's subjective evaluation of their own life, specifically focusing on life satisfaction and the balance between positive and negative emotions. This perspective equates happiness with the experience of pleasure and the avoidance of pain. It is an important measure of psychological health, reflecting how individuals perceive the quality and enjoyment of their personal experiences. While different from the meaning-focused eudemonic approach, hedonic wellbeing is a vital component of flourishing. Understanding this concept helps psychologists develop interventions aimed at increasing overall happiness and helping people achieve a satisfying life.

227. (C) Behavioral changes can play a crucial role in prevention and management.
A key implication of the link between lifestyle and chronic diseases is that behavioral changes can play a crucial role in the prevention and management of these conditions. Individuals have the power to influence their health outcomes through choices regarding diet, exercise, and stress management. These proactive habits can significantly reduce the risk of developing serious illnesses like hypertension or diabetes. This highlights the importance of patient agency in health and justifies the focus on health-promoting behaviors within psychology and medicine. Promoting better lifestyle choices is essential for improving public health outcomes and overall longevity.

228. (D) Digital etiquette
In the context of online communication, 'netiquette' is another term for digital etiquette. It refers to the set of social rules and norms that guide respectful, clear, and appropriate behavior in various digital spaces, such as social media and email. Following netiquette helps prevent misunderstandings and fosters a more positive and professional online environment. Understanding and applying these conventions is an essential skill for modern digital citizenship. It ensures that individuals can communicate effectively and responsibly while maintaining

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healthy personal and professional connections in an increasingly technology-driven and globally connected world where online interactions are common.

229. (C) Social Suffering
Social suffering refers to the intense and widespread distress in a population caused by the combined effects of poverty, political instability, and lack of essential services like healthcare. This concept emphasizes that human pain is often a product of large-scale social and structural forces rather than just individual psychological defects. It highlights how political and economic environments directly impact the mental and physical well-being of entire communities. Understanding social suffering is crucial for developing policies that address the root causes of trauma and hardship and for advocating for the systemic changes necessary to achieve social justice.

230. (B) P-4, Q-2, R-1, S-3
Various concepts are used to describe different dimensions of psychological well-being and recovery. Hedonic wellbeing focuses on pleasure and happiness, while eudemonic wellbeing centers on achieving meaning and personal growth. Resilience describes the ability to bounce back from adversity, and post-traumatic growth refers to the positive changes that occur after struggling with a crisis. Mapping these concepts correctly is fundamental for a comprehensive understanding of human flourishing. It highlights the diverse pathways through which individuals achieve fulfillment and psychological strength throughout their lives and experiences, providing a framework for positive development and recovery.

231. (D) The use of moral and spiritual force to persuade an opponent.
A core principle of non-violence in peace psychology is the use of moral and spiritual force to persuade an opponent and achieve social change. It is an active and strategic approach that rejects physical force in favor of psychological influence and principled resistance. This method seeks to challenge injustice through peaceful means, such as civil disobedience or protest, while avoiding the destructive consequences of violent conflict. Understanding this principle is essential for recognizing the effectiveness of non-violence as a tool for promoting human rights and for achieving sustainable social and political transformation through ethical collective action.

232. (D) Statement I is incorrect, but Statement II is correct.
Health-promoting behaviors are proactive actions that individuals take to enhance their health and reduce the risk of disease, such as regular exercise or a balanced diet. It is incorrect to claim that lifestyle has a negligible role in the development of chronic diseases like diabetes and hypertension; in fact, daily habits are major contributing factors to these conditions. Recognizing the significant influence of behavior on health outcomes is central to health psychology. Effective prevention strategies focus on encouraging health-promoting habits while discouraging those that have long-term negative impacts on physical and mental well-being.

233. (C) Co-use mediation
Co-use mediation is a parental strategy where caregivers and children use digital media together, such as watching a video and discussing its content. This approach involves shared experiences and provides opportunities for open communication about what is being watched. It allows parents to guide their child's understanding and critical thinking skills in a supportive environment. Understanding co-use mediation is important for modern parenting, as it helps foster a positive digital experience while also strengthening the parent-child bond through collaborative learning. This method complements other mediation strategies to help children develop a healthy relationship with technology.

234. (D) All 1, 2, 3, and 4
Social issues manifest in various forms, such as gender discrimination in hiring and pay, or poverty being linked to high stress and marginalization. Stigma against disability remains a major barrier to social inclusion, and child abuse can involve physical, emotional, sexual harm, or chronic neglect. Identifying these correct statements is essential for understanding the diverse challenges faced by marginalized populations. This knowledge helps in developing comprehensive social policies and psychological

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broader societal problems rather than solely an individual's private emotional or physical state.

262. (B) It is a pattern of behavior aimed at maintaining power and control.
Domestic violence is characterized as a consistent and repetitive pattern of behavior within an intimate relationship. The primary objective of these actions is to establish and sustain power and control over the other partner. It is not merely a single outburst of anger but an ongoing cycle that involves psychological entrapment and escalating tension through various abusive tactics.

263. (C) difficulties with emotional regulation and increased risk for psychopathology.
Abuse experienced during childhood can lead to enduring psychological difficulties that persist into adult life. These long-term effects often include significant challenges in managing emotions and developing healthy attachment styles. Additionally, such early trauma increases an individual's susceptibility to various forms of psychopathology, highlighting the profound impact that early-life victimization has on a person's long-term mental health and development.

264. (D) Cultural norms that ignore or tacitly condone the violence.
Both child abuse and domestic violence are more likely to occur and persist in settings where the surrounding culture fails to intervene. When social norms either ignore or silently accept abusive behaviors, perpetrators are less likely to face consequences, and victims are left feeling isolated. This lack of community accountability provides an environment where violence can remain hidden and continue.

265. (A) a problem rooted in and sustained by broader social dynamics.
The trauma resulting from interpersonal violence is viewed through the lens of social suffering because its origins lie in systemic issues. It is fueled and maintained by cultural dynamics, power imbalances, and social forces rather than being a purely private matter. This perspective acknowledges that addressing such trauma requires looking beyond the individual and tackling broader societal structures.

266. (B) Moral disengagement and obedience to authority.
Direct collective violence, such as warfare or acts of terrorism, is sustained by specific psychological mechanisms that influence large groups. These include moral disengagement, where individuals distance themselves from the ethical consequences of their actions, and extreme obedience to authority figures. These processes work together to bypass personal conscience and facilitate aggressive behavior against others on a massive organized scale.

267. (B) an active and strategic approach to disrupting injustice.
Non-violence is fundamentally different from being passive or simply yielding to an opponent. It represents a proactive and strategic method of engaging with and resolving conflict without using physical force. The approach involves deliberate actions aimed at disrupting unjust systems and appealing to human conscience. It is a powerful tool for social change prioritizing empathy and dialogue.

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268. (A) harm inflicted by social systems that prevent people from meeting basic needs.
Structural violence occurs when social and institutional systems are organized in ways that cause harm to certain groups of people. This type of violence is not necessarily physical but manifests as the denial of basic human needs, such as healthcare, education, or economic opportunity. It is embedded within the very structure of society, leading to systemic inequality and suffering.

269. (C) transform conflict into a search for mutual understanding and justice.
The primary aim of non-violent strategies is to fundamentally alter the nature of a conflict. Instead of seeking to dominate or destroy an opponent in a zero-sum struggle, the goal is to shift toward a collaborative search for justice. This transformation focuses on establishing mutual understanding and humanizing all parties involved to create lasting, equitable solutions that benefit everyone.

minimizing its potential risks. It emphasizes the need for proactive and responsible engagement with digital platforms to support positive social development and well-being.

241. (A) 1, 2, 4, 3
Parental mediation strategies often follow a developmental sequence as a child ages, starting with direct supervision and heavy restriction. As children grow, parents may shift toward co-viewing and having active discussions about online content. This is followed by a gradual loosening of restrictions with ongoing monitoring to ensure safety. Finally, the focus shifts to fostering self-regulation and digital citizenship skills as the child becomes more independent. Understanding this progression is important for helping parents adapt their guidance to their child's changing needs, ultimately supporting the development of safe, responsible, and competent digital citizens in modern society.

242. (C) Statement I is correct, but Statement II is incorrect.
Violence in peace psychology is defined broadly to include both direct physical harm and structural forms like poverty that cause widespread suffering. Additionally, it is incorrect to believe the media has no capacity to influence public opinion; media framing can significantly shape how people perceive and respond to social conflicts. Recognizing the broad nature of violence and the influential role of media is essential for understanding conflict dynamics. This knowledge helps in developing more effective strategies for achieving sustainable peace and social justice, while also promoting responsible journalism that fosters dialogue and mutual understanding.

243. (C) Feeling good vs. Functioning well
The difference between hedonic and eudemonic wellbeing can be summarized as 'feeling good' versus 'functioning well.' Hedonic wellbeing focuses on the subjective experience of happiness, pleasure, and the presence of positive affect in one's life. In contrast, eudemonic wellbeing centers on living a life of purpose, realizing one's true potential, and achieving personal growth through self-actualization. While both are important for a balanced life, they represent distinct pathways to fulfillment. Understanding this distinction is essential for a comprehensive view of mental health and for developing psychological interventions that support both emotional satisfaction and personal flourishing.

244. (D) Health-promoting behaviors
A person who quits smoking, starts a regular exercise program, and improves their diet is engaging in health-promoting behaviors. These proactive actions are designed to maintain or improve physical health and reduce the risk of chronic diseases. Such behaviors are essential for long-term well-being and are a primary focus of health psychology and preventative medicine. Adopting healthy lifestyle changes is an effective way for individuals to influence their own health outcomes and improve their overall quality of life. Encouraging these habits is a key goal of public health initiatives aimed at reducing preventable illness.

245. (B) 2, 3 and 5
Technology's impact on psychology involves several aspects. Parental mediation guides children's media use, while digital learning offers personalized paths. Additionally, digital etiquette defines the norms for respectful online behavior. It is incorrect to believe that cyberbullying is less harmful or that pornography has no relational implications. Identifying these correct statements is essential for understanding the complex reality of the digital age. This knowledge helps in developing strategies to manage technology's challenges while maximizing its benefits for learning and social connection. It emphasizes the need for proactive engagement and responsible technology use to support healthy development.

246. (B) Resilience
Resilience is a psychological concept that is not primarily associated with negative or pathological outcomes; instead, it describes the positive capacity to adapt and function effectively despite facing adversity. This ability to bounce back from stress or trauma is a sign of psychological strength rather than weakness. In contrast, concepts like stigma, social suffering, and domestic violence are primarily focused on experiences of harm, devaluation, or systemic distress. Understanding resilience is crucial because it highlights the human potential for recovery and continued

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interventions that address the unique needs of these groups and work toward a more equitable society where all individuals are provided with equal opportunities.

235. (D) Macro-level conflict resolution
Macro-level conflict resolution involves the process of negotiation and dialogue aimed at resolving large-scale disputes between significant groups, such as ethnic communities or nations. This approach focuses on addressing systemic grievances and achieving sustainable agreements to end hostilities. It is a key application of peace psychology used to foster long-term social harmony and global stability. Understanding the macro level is essential for managing international relations and for developing the diplomacy and mediation skills needed to address complex social conflicts. This systemic approach helps transform destructive intergroup relationships into constructive and peaceful ones.

236. (B) Character strengths
The cultivation of virtues and positive traits such as wisdom, courage, humanity, and justice is central to the concept of character strengths. These qualities provide the psychological foundation for a good and fulfilling life and are universally valued for their contribution to individual well-being and effective social functioning. Developing these strengths allows people to navigate life's challenges with resilience and purpose. Recognizing and fostering character strengths is a key focus of positive psychology, as it helps individuals achieve eudemonic wellbeing and enhances their overall capacity for personal growth, excellence, and authentic living in various contexts.

237. (C) An enhanced immune response
A potential health benefit of effective stress management, according to psychoneuroimmunology, is an enhanced immune response. By reducing chronic stress, individuals can prevent the suppression of immune cells, which helps the body's natural defenses function more effectively against various illnesses. This research highlights the tangible impact of psychological practices on physical health. While stress management is not a guaranteed cure for all conditions, it supports overall well-being and disease resistance. Understanding this link is essential for promoting holistic approaches to health that integrate mental health support with medical treatment to improve long-term physiological outcomes.

238. (D) Cyberbullying
Cyberbullying is a form of digital aggression that involves sending repeated, unsolicited, and threatening messages to another person. These actions are intentional and aimed at causing harm, often resulting in significant psychological distress for the victim. Because cyberbullying occurs through electronic devices, it can be persistent and far-reaching, reaching a massive audience quickly. Recognizing these behaviors is crucial for providing support and for developing effective prevention strategies. Promoting digital etiquette and responsible technology use is an essential part of creating a safer and more respectful digital community where everyone is protected from online harassment.

239. (A) Social suffering
Social suffering is a term that captures the deep psychological and collective impact of experiencing long-term poverty, discrimination, and a lack of opportunity. This concept emphasizes that human distress is often a direct consequence of powerful social and structural forces rather than just individual flaws. It highlights how societal environments can inflict profound pain on specific populations. Understanding social suffering is essential for developing policies that address the root causes of hardship and for advocating for the systemic changes necessary to achieve social justice and improve overall well-being. It provides a holistic view of human suffering.

240. (A) Both A and R are true and R is the correct explanation of A.
The interface between psychology and technology offers both opportunities, like digital learning, and challenges, like cyberbullying. This highlights that technology itself is a tool, and its psychological impact depends on how it is designed, used, and mediated by individuals and society. Recognizing this dual nature is important for promoting healthy technology use. This understanding helps in developing strategies for parental mediation and digital etiquette that maximize the benefits of technology while

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process involves actively dismantling harmful stereotypes and gaining a deeper understanding of the psychological drivers behind prejudice. By examining these internal mechanisms, it becomes possible to challenge the systemic biases that sustain discriminatory practices across various social and institutional levels.

254. (D) As both overt and subtle, embedded in language, media, and institutions.
Gender discrimination operates through diverse channels within societal structures, ranging from obvious acts to more nuanced forms of exclusion. It is often woven into the fabric of everyday life, appearing in language use, media representations, and formal institutional policies. Recognizing both these explicit and implicit manifestations is crucial for identifying the barriers that hinder equal participation and opportunity.

255. (C) social construct influenced by culture and power dynamics.
Within psychology, gender is conceptualized as a complex social construct rather than a simple biological trait. This perspective emphasizes that gender identities and roles are actively shaped by the prevailing cultural norms and power structures of a society. Understanding gender in this way highlights the influence of environmental and social factors in defining individual identity and behavior.

256. (B) Social suffering.
The intersection of economic hardship, physical or cognitive limitations, and displacement leads to a collective state of distress. This phenomenon encompasses the profound pain caused by societal forces that systematically undermine an individual's dignity and personhood. It represents a psychological burden where personal well-being is compromised by structural inequities, leading to deep feelings of isolation and alienation.

257. (D) chronic stress and impaired cognitive abilities.
Poverty exerts a significant psychological toll that extends far beyond a simple lack of money. The persistent nature of economic deprivation induces chronic stress and a sense of hopelessness in individuals. These prolonged mental states can negatively affect brain function, specifically impairing cognitive abilities and decision-making processes, which further traps people in a cycle of socio-economic disadvantage.

258. (A) discrimination, cultural bias, and resulting marginalization.
Migrants frequently encounter significant obstacles when integrating into host communities due to prevailing negative attitudes. These challenges often include facing systemic discrimination and cultural biases from the local population. Such experiences result in social marginalization, where displaced individuals are excluded from essential services and social networks, creating a state of isolation that severely impacts their overall psychological well-being.

259. (C) Functional limitations and societal barriers due to stigma.
Individuals living with disabilities navigate two distinct sets of difficulties in their daily lives. First, they manage the specific functional limitations associated with their physical or cognitive conditions. Second, they must contend with external societal obstacles, such as cultural stigma and lack of accessibility. These combined factors create a devaluing environment that significantly hinders social participation and equality.

260. (A) products of systemic societal structures and cultural biases.
Experiences like stigma and social suffering are fundamentally rooted in the way societies are organized and the biases held by their members. Rather than being isolated individual problems, these issues arise from systemic structures that perpetuate inequality and exclusion. Addressing these psychological burdens requires changing the broader social dynamics and cultural frameworks that allow marginalization to persist over time.

261. (D) the collective pain and distress caused by societal forces.
Social suffering is a concept that describes the collective distress experienced by individuals as a direct result of external social forces. These forces include systemic issues like economic hardship, political repression, and deep-seated discrimination. This definition emphasizes that human pain is often a reflection of

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growth often results in feelings of happiness and satisfaction. While they are measured and defined differently by researchers, these two forms of wellbeing complement each other, contributing to a more complete and fulfilling human experience.

279. (C) empty and unfulfilling in the long run.
A life that prioritizes only immediate pleasure and the avoidance of pain may lack the depth necessary for long-term satisfaction. From an eudemonic perspective, without a sense of purpose or a commitment to personal growth, such pursuits can eventually lead to feelings of emptiness. Meaningful engagement and the pursuit of excellence are considered essential for avoiding this sense of unfulfillment.

280. (D) Aristotelian philosophy.
The concept of eudemonic wellbeing finds its primary philosophical origins in the teachings of Aristotle. He argued that the highest human good is not found in pleasure alone but in living a life of virtue and realizing one's unique potential. These ancient ideas continue to influence modern psychological theories that focus on human flourishing, personal development, and the importance of purpose.

281. (A) Positive, morally valued traits that are integral to identity.
Character strengths are defined as positive qualities that possess moral value and are central to an individual's sense of self. Traits like kindness, courage, and wisdom are considered essential components of a fulfilling life. These strengths are not just random benefits but can be deliberately developed and practiced to improve overall personal wellbeing and help individuals thrive in society.

282. (B) resilience involves "bouncing back" while PTG involves transformative positive change.
The main difference between resilience and post-traumatic growth lies in the outcome of facing adversity. Resilience describes the capacity to recover and return to a normal state of functioning after a crisis. Post-traumatic growth, however, goes beyond mere recovery, resulting in a profound and positive shift in an individual's perspective, priorities, and character following a significant life struggle.

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283. (B) a dynamic process of adaptation that can be learned and developed.
Resilience is viewed as a dynamic and ongoing process of adaptation when confronting stress or trauma. It is not an innate or rare quality but a set of skills and behaviors that most people can cultivate. This capacity allows individuals to navigate challenges effectively, suggesting that mental strength in the face of hardship is something that can be learned and strengthened.

284. (A) A greater appreciation for life and improved relationships.
Post-traumatic growth can lead to several significant and positive life changes. Individuals who experience this growth often report having a deeper appreciation for their lives and finding more meaning in their daily experiences. Additionally, they may develop stronger and more supportive relationships with others, reflecting a fundamental transformation in how they interact with the world after overcoming trauma.

285. (C) an enhancement of personal wellbeing.
Actively working to develop one's character strengths can lead to a more satisfied and meaningful life. By focusing on traits such as perseverance or kindness, individuals can build the foundation for a fulfilling existence. This intentional cultivation is seen as a primary pathway for improving personal wellbeing and fostering a greater sense of overall human flourishing and life satisfaction.

286. (D) habits that undermine or are detrimental to one's health.
Health-compromising behaviors are defined as habitual actions that have a negative impact on an individual's physical or mental health. These include common habits such as tobacco use, excessive drinking, and failing to engage in regular physical activity. Such behaviors are significant because they contribute directly to the development of various medical conditions and can decrease an individual's overall life expectancy.

287. (C) Hypertension, Coronary Heart Disease, and Type 2 Diabetes.
Certain chronic illnesses are closely connected to the way people live their daily lives. Conditions such as high blood pressure, heart disease, and

270. (D) group identity, threat perception, and dehumanizing ideologies.
At the macro level, peace psychology analyzes violence by looking at factors that influence large populations rather than individual psychology alone. Key areas of focus include how group identities are formed and how the perception of threat from other groups can escalate tensions. Additionally, it investigates how dehumanizing ideologies are used to justify collective aggression and systemic harm against others.

271. (C) By using biased reporting, sensationalism, and propaganda.
Media outlets can hinder peace efforts by spreading biased information and utilizing sensationalist tactics to gain attention. Propaganda can be used to fuel hostility between groups and reinforce harmful stereotypes, which creates a pervasive atmosphere of fear. These practices prevent clear communication and make it difficult for conflicting parties to find common ground or trust one another during resolution processes.

272. (B) reporting that is balanced and highlights non-violent solutions.
Peace journalism is a constructive approach to reporting that emphasizes balance and provides necessary context for complex conflicts. Instead of focusing solely on violent events, this type of reporting actively seeks out and highlights potential non-violent solutions and areas of agreement. The goal is to inform the public in a way that promotes understanding and supports peaceful resolution efforts.

273. (D) Educating the public about the conflict's complexities and potential for peace.
Media can positively contribute to conflict resolution by taking an educational role. By providing the public with a deeper understanding of the multifaceted nature of a conflict and showcasing successful examples of peaceful outcomes, the media can foster a more informed and hopeful society. This shift in perspective helps to build public support for diplomatic efforts and reconciliation.

274. (A) escalate tensions and mobilize populations for war.
When the media portrays a conflict as a zero-sum game, it suggests that any gain for one side is an absolute loss for the other. This framing increases hostility and tension among the involved populations, as it leaves no room for compromise. Such narratives are often used to justify mobilization for war, making a peaceful or negotiated settlement much harder.

275. (C) The media has a dual potential to either exacerbate or help resolve conflict.
The role of the media in conflict is not fixed; it has the capacity to influence events in both negative and positive directions. While biased reporting and propaganda can worsen disputes and lead to violence, balanced journalism and educational reporting can facilitate understanding and peace. This dual potential is essential for developing media practices that support global stability.

276. (A) The experience of positive affect and satisfaction with life.
Hedonic wellbeing is centered on the subjective experience of happiness and life satisfaction. This perspective defines a good life based on the frequency of positive emotions and the minimization of negative feelings or discomfort. It is primarily concerned with the immediate enjoyment of life and the achievement of personal pleasure, focusing on the affective quality of an individual's experiences.

277. (D) functioning well, realizing potential, and finding purpose.
The eudemonic approach focuses on the realization of human potential and the pursuit of a meaningful life. Rather than prioritizing simple pleasure, this view emphasizes personal growth, the development of virtues, and having a clear sense of purpose. It suggests that true wellbeing comes from functioning effectively as a person and engaging in activities that align with one's core values.

278. (B) They are conceptually distinct but can be empirically related.
Although hedonic and eudemonic wellbeing represent different psychological concepts, they frequently overlap in real-life experiences. Pursuing a life filled with purpose and personal

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well-being even after experiencing significant life challenges. It is a key focus in positive psychology.

247. (D) Psychoneuroimmunology
The hypothesis that chronic psychological stress can accelerate the progression of HIV/AIDS by weakening the immune system is derived from the field of psychoneuroimmunology. This research explores the biological pathways through which mental states, such as stress or depression, influence the body's natural defenses. By demonstrating these connections, psychoneuroimmunology provides scientific evidence for the tangible impact of the mind-body link on health. This knowledge is essential for developing comprehensive medical treatment plans that incorporate psychological support and stress management as integral parts of managing chronic illnesses and supporting long-term health and physical resilience for patients.

248. (A) Digital etiquette
Digital etiquette, or netiquette, is centered on being mindful of others' feelings and perspectives during online interactions. It involves following social norms for respectful, clear, and polite communication across various digital platforms. Practicing good digital etiquette helps prevent conflict and fosters a more professional and cooperative digital community. Understanding these unwritten rules is an essential skill for modern digital citizenship, as it ensures that technology is used in a way that builds rather than hinders positive personal and professional connections. Cultivating these habits is vital for maintaining a respectful and inclusive digital environment for all participants.

249. (C) Post-Traumatic Growth
An individual who reports stronger relationships and a greater appreciation of life following a traumatic event is demonstrating post-traumatic growth. This phenomenon involves 'bouncing forward' to a higher level of psychological functioning and positive change as a result of struggling with a major life crisis. It goes beyond simple resilience, as the individual undergoes a transformative process that adds significant value and new perspectives to their life. Recognizing post-traumatic growth is important for supporting survivors in finding constructive paths toward recovery. It emphasizes the human capacity for profound personal transformation and the discovery of new meaning.

250. (A) P-3, Q-4, R-1, S-2
Various scenarios illustrate different psychological and social concepts. A journalist reporting on peace initiatives reflects the media's potential role in conflict resolution. A person with HIV facing social rejection is a clear example of stigma. Learning new skills through online tutorials is an application of digital learning, and a disaster survivor feeling more connected to others demonstrates post-traumatic growth. Mapping these correctly is fundamental for understanding how these concepts manifest in real-life situations. This knowledge helps in applying the appropriate psychological frameworks to address social issues and support human development and well-being in a diverse world.

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251. (B) Cultural bias, based on gendered preconceptions, is a root cause of systemic discrimination.
Cultural bias acts as a foundational element in the development of systemic discrimination. It involves preconceived ideas regarding the specific roles and abilities attributed to different genders within a society. These deep-seated prejudices inform societal structures and practices, creating unequal opportunities. Therefore, discrimination is an outcome of these underlying biases embedded within a culture's social framework.

252. (A) Identity conflict, lowered self-worth, and potential mental health issues.
Individuals who do not adhere to traditional societal expectations regarding gender often face significant psychological strain. This pressure frequently manifests as internal identity conflict and a marked decrease in self-esteem. Furthermore, the resulting social marginalization and stigma can contribute to serious mental health challenges, reflecting the intense psychological burden placed on those who deviate from rigid cultural norms.

253. (C) Deconstructing stereotypes and understanding the psychology of prejudice.
Addressing gender discrimination effectively necessitates a comprehensive strategy that targets the fundamental beliefs of a society. This

Type 2 diabetes are often influenced by choices regarding diet and physical activity levels. This link highlights the importance of behavioral patterns in determining long-term health outcomes and the risk of developing these life-altering medical conditions.

288. (B) They are substantially influenced by long-term lifestyle choices.
The core argument presented is that many prevalent chronic diseases are not just a matter of biology or genetics. Instead, they are heavily shaped by long-term behavioral habits and choices. By acknowledging the significant role of lifestyle, it becomes clear that preventing and managing these diseases requires addressing the underlying daily behaviors that contribute to their onset and progression.

289. (D) Adhering to a balanced diet and managing stress.
Health-promoting behaviors are proactive steps taken to protect and improve one's physical and mental state. Examples provided include maintaining a balanced and nutritious diet and utilizing effective techniques for stress management. These actions are vital for long-term health as they help to prevent disease and support the body's natural functions, contributing to a more resilient and healthy life.

290. (A) they can help modify the behavioral patterns linked to chronic diseases.
Psychological interventions are essential in the medical field because they address the behavioral roots of many illnesses. By helping individuals change habits like poor diet or physical inactivity, these interventions can reduce the risk of chronic disease. This approach recognizes that mental and behavioral change is often necessary for achieving long-term health goals and successful disease prevention strategies.

291. (C) The investigation of interactions between psychological, nervous, and immune systems.
Psychoneuroimmunology is an interdisciplinary field that studies the connections between the mind and the body's defense systems. Specifically, it explores how psychological factors like thoughts and emotions interact with the nervous and immune systems. This research aims to understand how mental states can physically affect biological health, providing a scientific basis for the integrated nature of human wellness.

292. (A) By suppressing immune cells responsible for destroying tumor cells.
Chronic stress can negatively influence the body's ability to manage cancer by affecting the immune response. Stress triggers the release of hormones that may weaken the specific immune cells tasked with identifying and eliminating tumors. While stress does not cause cancer itself, this hormonal response can make it easier for the disease to progress by compromising the body's natural defenses.

293. (D) a more rapid decline in immune functioning.
For individuals living with HIV, high levels of psychological stress are linked to more severe health outcomes. This mental strain can lead to a faster reduction in critical immune cells, accelerating the progression of the virus. These findings emphasize the importance of mental health care and social support in managing the biological course of chronic infections and survival.

294. (B) They can suppress the functioning of certain immune cells.
Cortisol is a primary stress hormone that plays a significant role in the body's biological response to pressure. Research indicates that elevated levels of cortisol can lead to the suppression of various immune system functions. This interaction explains how emotional and psychological states can have a direct, measurable impact on the body's ability to resist infection and manage chronic diseases.

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295. (C) psychological states can significantly influence the body's immune response and disease course.
The study of Psychoneuroimmunology demonstrates that the mind and body are not separate entities. Instead, mental and emotional states have a profound impact on physical health and the progression of diseases. This understanding supports the use of psychological treatments alongside medical ones, as managing stress and mental well-being can directly improve the immune system's biological effectiveness.

296. (D) The informal code of conduct for respectful online interaction.
Digital etiquette represents the set of informal social guidelines that govern how people should interact respectfully in online environments. It includes expectations for appropriate communication and behavior across various digital platforms. Following these unwritten rules is essential for maintaining positive social interactions and preventing the development of hostile online cultures, ultimately fostering a safer and more supportive digital community.

297. (A) Depression, anxiety, and low self-esteem.
Being a victim of cyberbullying can have devastating effects on an individual's mental health. The persistent and often public nature of online harassment frequently lead to significant emotional distress, including feelings of depression and anxiety. Furthermore, these negative experiences can severely damage a person's self-esteem and sense of security, highlighting the serious real-world consequences of aggressive behaviors in the digital sphere.

298. (B) monitor and set rules for children's online activities to mitigate risks.
Parental mediation is a proactive strategy designed to protect children from the potential dangers of the internet. By actively monitoring online behavior and establishing clear rules for technology use, parents can help reduce their children's exposure to harmful content and harassment. This involvement is crucial for guiding young users toward responsible digital citizenship and ensuring their overall virtual safety.

299. (B) Issues of cognitive load and student engagement.
While digital learning offers many educational benefits, it also presents specific psychological challenges. Educators and researchers are particularly concerned with managing cognitive load to ensure students are not overwhelmed by digital information. Additionally, maintaining high levels of student engagement and fostering independent learning skills in a virtual environment are key areas for improving the effectiveness of technology-based education.

300. (A) leading to addiction and distorted perceptions of sex.
The consumption of cyber pornography can lead to several significant psychological issues. Regular exposure may result in addictive behavioral patterns and the development of unrealistic or distorted views concerning human sexuality. These internal changes can negatively affect an individual's real-life social and intimate relationships, highlighting the potential mental health risks associated with certain types of digital content.

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